

## University of Groningen

### Supporting new Science Shops

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## PERARES Deliverable D4.2

# Supporting new Science Shops

**Report describing the implementation phase of the local Public Engagement with Research action plans, mentoring and advisory activities, and Summer Schools**

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May 2014

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The views and opinions expressed in this publication are the sole responsibility of the author and do not necessarily reflect the views of the European Commission.

## **Executive Summary**

Science Shops are units that perform or broker research with and for Civil Society Organisations, in a demand driven way. They are often, but now always, based at universities. This allows them to use students to do the research under faculty supervision. Thus, the research is part of the core-business of the university (research driven learning and teaching), and the public engagement is added-in to these activities, and not added-on. This makes Science Shops an affordable tool for science-society engagement and co-creation of new knowledge. Stand-alone Science Shops use per project funding to achieve the same objectives.

In the period 2010-2014, the PERARES-project intensively supported new Science Shop initiatives in ten different regions, through mentoring. PERARES also supported various other initiatives through annual Summer Schools, incidental lectures, and on-line resources.

To start a new Science Shop, the following approach was taken:

1. A staff member is appointed to do a feasibility study and make a business plan, dealing with following elements and strengths/weaknesses of various options:
  - a. The potential demand (topics, numbers) for research from CSOs.
  - b. The potential resource of student-researchers (disciplines, levels, numbers)
  - c. Options for organisational placement of the Science Shop, staffing, work-flows and responsibilities
  - d. Potential sources for continued funding
2. An advisory board (including both research and CSO representatives) is set up
3. A temporary structure is set up to solicit and respond to research questions
4. Pilot projects are done

Based on all the above experiences, which were scheduled for the first half of the project, in the second half, a final structure was proposed, publicity made and funding for that was sought, while (pilot) projects continued.

### **The approach led to the following results:**

- The European University Cyprus now has its Science Shop, integrated in university.
- The Institute of Baltic Studies, a (non-university) NGO research organisation has done projects co-operation with various universities through its Science Shop called 'Teadusturg' and now starts co-operation with Tartu university for continuity.
- In France, the association ADReCA has its Echop'a Sciences established, though working with university structures in Grenoble is still tough.
- Also in France, Université de Lyon has established its Boutique des Sciences, with a 3-year funding secured from a national program.
- The Technical University of Crete (Greece) has established its own Science Shop, Epilyon.
- In Ireland, the Dublin Institute of Technology has extended its project "Students Learning with Communities" to include Science Shop projects.
- In Israel, the Heschel Centre, an NGO, catalysed networking among universities and other stakeholders.

- In Italy, the University of Sardegna has established its Science Shop as an association called “IntHum”.
- In Norway, the University of Stavanger has established its Science Shop, the Forskningstorget, which works with two of its schools now
- The University of Cambridge (UK) has further established its Science Shop, the Community Knowledge Exchange.

The 5 Summer Schools that were organized attracted about 130 participants from approximately 25 countries. Mentors in Hungary and Romania supported new Science Shops actively, and quite a number of other presentations and workshops, and publications were made.

### **We conclude that:**

By doing research projects with and for civil society in the curriculum - through Science Shops and similar intermediaries - many universities throughout Europe can advance public engagement in an affordable and mutually beneficial way.

Supporting these universities with seed funding and mentoring/training by European experts is an efficient tool to set-up new Science Shops.

Setting-up Science Shops without the active co-operation of universities is quite complicated.

The Summer Schools are a good way to reach out to more interested actors.

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# 1. Introduction

**PERARES** is a project funded by the European Commission from 2010-2014. It aims to strengthen interaction in formulating research agendas between researchers and Civil Society Organizations (CSOs). This is implemented in various ways, both at the level of research organizations, and at regional / transnational / European levels. The project set-up an international on-line dialogue facility to set research questions and agenda's, it experimented with scenario-workshops with stakeholders on the course of research, and set up international co-operation among CSOs and researchers on a number of topics. Also, studies were made on the ties between research with and for CSOs with higher education strategy and research funders' policies, and evaluation tools were made.

In this report, we describe our efforts to set up Science Shops or similar facilities, in ten different regions, and support various other initiatives. Through these Science Shops as connectors, CSOs can indicate their requests for research to the research institute(s), and together a research question can be put on the agenda of the institute(s). This leads to co-creation of new knowledge and civil society and research get mutually engaged.

**SCIENCE SHOPS**<sup>1</sup> operate under different names and in different ways throughout Europe and beyond. What they share, is that research is done on the basis of concerns of civil society, as articulated by CSOs, and that projects are governed in a partnership between CSOs and research institutes (by a project steering committee). Sometimes CSO members participate as researcher themselves or the CSOs perform the whole research, with some methodological support from researchers; sometimes this participation in the research itself is not possible or the CSOs themselves prefer a separation from the research, in order to use it as 'independent' results.

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<sup>1</sup> The mission statement of Science Shops (by that or any another name) is: A Science Shop provides independent, participatory research support in response to concerns experienced by civil society. Science Shops use the term 'science' in its broadest sense, incorporating social and human sciences, as well as natural, physical, engineering and technical sciences. Science Shops seek to: provide civil society with knowledge and skills through research and education; provide their services on an affordable basis; promote and support public access to and influence on science and technology; create equitable and supportive partnerships with civil society organisations; enhance understanding among policymakers and education and research institutions of the research and education needs of civil society; enhance the transferrable skills and knowledge of students, community representatives and researchers ([www.livingknowledge.org](http://www.livingknowledge.org)).

With a history of over 30 years, Science Shops have proven to be a regular part of the research strategy in several research institutes, and their numbers continue to grow. Science Shops are a service provided by research institutes for the CSOs in their region (which can be grass roots groups, single issue temporary groups, but also well-structured organisations). Research for the CSOs is carried out free of financial cost as much as possible. At many universities students are required to carry out research under staff supervision as part of their curriculum (i.e. for course credits, Bachelor-, Master-, or PhD-thesis's) and oftentimes these projects can be on questions collected by the Science Shop. Since both student and faculty staff are acting as they should be, it is possible to offer this research service free of charge in many cases, provided the university can afford the overheads for the mediation and is not financially depended on commercial partners in student research projects. In other cases (including larger projects), a joint grant proposal may need to be submitted first. A final requirement is that the faculty staff supervising the project has expertise related to the question topic and displays a willingness to carry out the research in partnership with the CSO.



Through Science Shops, CSOs have a direct say on the course of the research (or ‘the research agenda’), and they are allowed full access to and use of the results. In setting up projects, existing research results will be discussed prior to starting the new research. Some questions from CSOs can also be initiated by their concerns about previous research findings. Also, after the research is concluded, its results are discussed (with the direct involved or larger group of stakeholders in a seminar). The researchers benefit from the contextual knowledge of the CSOs as well; thus, there is an interaction and joint development of new knowledge. In some cases, CSO members are involved as researcher themselves as well; in other cases the CSOs prefer not to be involved in the direct research itself, since they prefer to be able to use ‘independent’ research. What differs among Science Shops and similar activities, is the organisational form; some Science Shops are part of a university, others are an NGO. If Science Shops are not able to use student-researchers by offering course credits, they have to find project funds to do research. This is usually done together with the CSO.

In PERARES, we worked hard to **SET UP TEN NEW SCIENCE SHOPS** or similar services in the following regions:

1. Cyprus: The European University Cyprus has established its own Science Shop.
2. Estonia: The “Institute of Baltic Studies”, a (non-university) NGO research organisation, based in Tartu, made a lot of effort of bringing together different stakeholders in Estonia, in order to have Science Shop projects be carried out in co-operation through its Science Shop called ‘Teadusturg’.
3. France: In the Grenoble region, the NGO “ADReCA” (Association pour le développement d’une recherche citoyenne active) catalysed Science Shop project-co-operation with University of Grenoble.
4. France: The Université de Lyon has established its own Boutique des Sciences at its campus.
5. Greece: The Technical University of Crete in Chania has established its own Science Shop, Epilyon.
6. Ireland: The Dublin Institute of Technology has extended its project “Students Learning with Communities” to include Science Shop projects, now established as part of its Access and Civic Engagement office.
7. Israel: The Heschel Centre, a Tel Aviv based NGO, catalysed networking among universities and other stakeholders, in order to have Science Shop projects be carried out in co-operation.
8. Italy: The University of Sardegna has established its Science Shop, called “IntHum” (Laboratory for Intercultural Research and Promotion of the Human Condition), as an association set up in partnership with regional CSOs.
9. Norway: The University of Stavanger has established its own Science Shop, the Forskningstorget.
10. UK: The University of Cambridge has further established its own Science Shop, the Community Knowledge Exchange.

**THE APPROACH** we took to set up shop was generally the same in these regions, though there were also differences which will become clear from the individual reports.

All partners were able to appoint a staff member, for approximately six months full-time equivalent over the first two project years, to do a feasibility study leading to a business plan

(or local Public Engagement with Research Action plan, as it is also called in our project's jargon). For their support, an Advisory Board was set-up at all ten initiatives, consisting of stakeholders internally and externally, of which at least two CSO representatives. Additional support was given by experienced staff from longer existing Science Shops. These mentors visited, to give lectures or participate in discussions and give on-the-job advice. This concerned, e.g., organisational options, project mediation (working with civil society groups, students, researchers etc.; from problem formulation to support in using results in society), curricular reorganisation etc. Also, staff from newly started Science Shops was received at longer established Science Shops for discussion and introduction of operational procedures.

The **feasibility studies** consisted of the following elements:

1. The potential demand (topics, numbers) for research from CSOs, e.g. by means of a survey or seminar, and bilateral talks with umbrella organizations.
2. The potential to involve student-researchers as part of their curricula (topics, levels, length, numbers), e.g. by browsing course catalogues, seminars, and talks with directors of studies, student associations and individual teachers.
3. An analysis of suitable organisational placement of the Science Shop (e.g. as part of university, at a certain department, or as separate NGO), work-flows and responsibilities
4. Potential sources for continued funding, e.g. by talks with university management, local authorities or other stakeholders.
5. The role of Science Shop staff, including the potential way of staffing the Science Shop (e.g. by allowing current staff hours on the daily work to manage the Science Shop, or by appointing dedicated staff).

From this analysis, a temporary way of working was derived, in order to start to do pilot-projects, involving CSO partners and (preferably) students. A number of these projects were then carried out.

In the resulting business plan, a final structure for the Science Shop was described based on all experiences. The partners report on implementation of these business plans during the second half of the PERARES-project in this report.

**Next to** supporting these ten new initiatives directly, our partners in Hungary (Environmental Social Sciences Research Group) and Romania (Politehnica University Bucharest) maintained a mentoring service in their own countries. Their efforts are also reported here.

PERARES partners also organised open annual Science Shop **Summer Schools**, which supply a crash-course on how to do Science Shop work, and gave introductions at other meetings. Finally, through the Living Knowledge Network, we supplied information on Science Shops by phone, e-mail and web pages, next to publications.



## **2. Overall results – Summary**

### **2.1 New Science Shop initiatives**

#### **Cyprus: European University of Cyprus (EUC)**

The EUC Science Shop was founded in 2011 by the European University Cyprus - School of Business, funded by the PERARES Project. It is the first Science Shop that operates in Cyprus. The main objective of its operation is to create an information bridge between the society (in the form of CSOs) and the academia, to promote this cooperation and to provide solutions to problems that CSOs are facing in their everyday operation.

The EUC Science Shop has been successfully integrated into the university structure. The EUC Science Shop team has managed to safeguard the full support of the university bodies while the Science Shop Business plan has been incorporated in the strategic plans of EUC.

The pilot operation of the Science Shop within the School of Business led to the successful completion of three pilot projects. In the process there are two projects and seven more are to be assigned. The above projects aim to answer questions and solve specific problems that six local CSO's are facing.

The establishment of the EUC Science Shop has been promoted in the local community through many promotional activities. Specific actions are in place for promoting the Science Shop into local community, establishing closed links between local CSO's and EUC.

#### **Estonia: Institute of Baltic Studies (IBS)**

Throughout 2010- 2014, Institute of Baltic Studies (IBS) in Estonia, Tartu, has worked toward establishing a Science Shop-like initiative to bring closer university (researchers and students) and civil society organisations to the mutual benefit and enrichment of both.

The original aim at establishing a fully functioning Science Shop is yet not realized. The first years of work seemed to confirm the initial hypothesis that, rather than a physical Science Shop, the activity would be mostly confined to match-making of students and CSOs. This concept was tried out and developed and expected to function based on projects. During 2011-2013 seven pilot projects were carried out to estimate the work needed to manage the match-making web-site and facilitate the communication between universities and CSOs.

However, in 2014 an opportunity emerged to re-start discussions on increasing the involvement of Tartu University. The key idea is to proceed with Science-Shop like activities as a hybrid initiative that would be located at Tartu University, while keeping IBS involved. Within the University of Tartu, the Science Shop would be operated within the Institute of Government and Politics, whose staff would be responsible for submitting proposals and for working with university staff/students to build connections and supervise projects. IBS would serve as the link to CSOs, would continue to operate the matchmaking website and with other universities when projects are relevant and there is interest. It is hoped that this approach would gain 'the best of both worlds' with the flexibility of IBS with the institutional weight of Tartu University.

## France: ADReCA (Grenoble)

The Science Shop *Echop'à Sciences* was launched in Grenoble (France) in September 2011 by the association ADReCA. Born in 2007, our association had already run awareness raising initiatives (studies, workshops, meeting with local authorities, etc.) with the aim of creating a Science Shop in coordination with Grenoble University. However, it was only from 2010 onwards that the project took form. In particular, we received support the PERARES project and based on results achieved we obtained additional support from the Rhône-Alpes Region, thanks to successful funding bids.

Thanks to this funding, we were able to:

- Experiment with the concept of a Science Shop via 5 parallel studies
- Confirm the existence of a local demand and of local NGOs interested by our initiative
- Structure the functioning of the *Echop'à Sciences* through the creation of a website, communication tools and methodology documents for the running and evaluation of our projects

Even if our Science Shop *Echop'à Sciences* has created tools and procedures enabling it to function efficiently, we have not yet found our place or support to guarantee its running and continuation. We are confronted by the poor financial situation of the voluntary sector (with a global reduction in subsidies), political uncertainty within the Grenoble Universities, the lack of buy-in on the behalf of the university decision-makers and the difficulty in obtaining long-term collaboration of researchers. Despite this, the actions since 2013, to involve students in and outside their curriculum are promising for the ongoing development of our Science Shop.

## France: Université de Lyon (UdL)

With the goal to create a Science Shop-like institute adapted to our academic and cultural context, the Science and Society Department of UdL has benefitted from the precious toolbox and inspiring support provided by the PERARES partners.

To reach our goal, we have used the research capacity provided by a federation of twenty Higher Education Institutes (HEIs) of the Lyon/Saint Etienne territory that together make up UdL, as well as a favourable local context.

The Université de Lyon Boutique des sciences now celebrates its first year of activity in 2014 and remains based on its main values:

- To constitute a linking device between the different HEIs,
- based on emerging values (social responsibility of the university, responsible research connected to societal concerns, development of public consultation)
- based on the students and the existing curricula of our HEIs,
- and fostering cross-disciplinary collaborations between these institutions.

The continuity is now guaranteed for three years because of core funding from the national *Investing in the Future* program.

## **Greece: Technical University of Crete (TUC)**

The TUC Science Shop, named EPILYON (initials of the Greek phrase “Scientific Solving of Problems”) was founded in May 2010 under the PERARES project. The main goal was to develop a link between the academia and the CSOs by identifying potential problems that CSOs face, matching them with the capabilities of the University, generating knowledge within the University, and feeding back this knowledge to the Society. Although TUC has been very active in promoting research results to the local and national Community, a well-established and structured mechanism that enables active collaboration with CSOs was not available. Starting from October 2010, the promotion of the science-shop initiatives resulted in a total of twenty-four projects submitted by ten different CSOs, from which seven projects have been completed and 6 more are in progress. The supply and demand processes are continuously revised by EPILYON, taking into account the particular characteristics of TUC and local CSOs. These processes are fully supported by the EPILYON website, which is available to the public since January 2011. Currently, EPILYON is running with funding from the participation in the PERARES project. Exploring alternative sources of funding is one of the major future challenges. Another important future objective is the integration with TUC’s structure. The current strategy is the exploitation of EPILYON’s strengths (e.g., supply of research capacity through obligatory diploma thesis, strong applied research orientation of studies) in order to overcome the identified weaknesses (funding, awareness of Science Shops philosophy).

## **Ireland: Dublin Institute of Technology (DIT)**

Dublin Institute of Technology has committed ongoing funding for 1.3 full time equivalent staff to coordinate its Programme for Students Learning With Communities (SLWC), which supports community-based research across DIT. SLWC staff, and other academic staff in DIT, has exploited the links between community-based research (CBR) and community-based learning (CBL) to develop a wide range of CBR projects, from undergraduate to PhD level, with a wide variety of CSO partners. By embedding these projects across the curriculum, while doing ongoing policy work to embed the Science Shop approach into DIT policy, with the support of our direct line manager and key senior staff in DIT, SLWC has become part of the fabric of DIT.

We have been supported in this work by DIT staff, students, CSOs and colleagues from other Higher Education Institutions, particularly those on our Advisory Board, who have encouraged and guided us in developing our strategic direction. We have been inspired and supported by members of the PERARES project, in particular our designated mentors, Queens University Belfast, and Danish University of Technology/Aalborg University, as well as our peer-mentor from another new Science Shop in Cambridge. By developing focused communications strategies and by providing regular networking and partner-matching opportunities, we have been able to recruit internally, and among CSOs, collaborators for CBR projects. Through a planned programme of annual exhibitions, awards, and online dissemination, we have raised the profile of this work in a way that has helped to ensure the survival and growth of SLWC in DIT, despite staffing and budget cuts.

SWLC is part of DIT’s Access and Civic Engagement’s department.

## Israel: The Heschel Centre for Sustainability

The “Gateway to Community Engaged Research” is hosted by the Heschel Centre for Sustainability, an Israeli CSO. As the Centre is not a research institute, the focus of the project was not setting up a Science Shop at the Heschel Centre but, rather, building up a network of CSOs, academics and practitioners in the fields of environment, environmental health and sustainability interested in community engaged research. By facilitating this ongoing networking process the project aims both to enable knowledge sharing among partners as well as future cooperation vis-à-vis relevant policy makers for the necessary dedicated funding. The project's main goals are:

1. To facilitate networking between all those engaged in making academic research capabilities accessible to CSOs.
2. To promote Science Shop type initiatives and community based research in Israel.
3. To facilitate research and knowledge creation based on requests from CSOs.

An interactive Internet platform was developed to support the networking and other goals of the project. During PERARES, the Gateway project has facilitated networking both nationally and internationally. It also introduced the Science Shop concept in various fora and assisted in the development of several pilots for Science Shop type initiatives. Facilitating research while working outside academia, however, is an ongoing challenge.

The future sustainability of the project is as yet unclear, since networking work, and especially the Internet platform, must be funded by future projects, at the Heschel Centre and other organisations or academic institutions in the network.

## Italy: University of Sassari (UniSS)

UniSS identified potential partner CSOs, based on its previous collaborations through UNISS' FOIST Laboratory for Social Policies and Training Processes. Several meetings have been run to converge on a first idea and to build trust among partners. Mentoring was fundamental to share the overall perspective and the ideal model. A scenario workshop served for vision sharing. Also, strategy building activities such as SWOT analysis were run to turn the first feasibility study into a business plan and, finally, into action. Discussion with mentoring partners at PERARES meetings and other relevant Living Knowledge initiatives were crucial. Key actions towards the creation of partnership between the university and CSOs and the start-up of our Science Shop can be summarised as: 1) sharing seminal ideas; 2) building trust; 3) building and sharing a common vision; 4) building a strategy.

Our Science Shop is called IntHum – Intercultural laboratory for research and promotion of the Human condition, which was officially registered on Dec. 10th 2011 (Human rights Declaration anniversary). Members of both university and partner CSOs sit on IntHum's governing bodies. Some fifteen pilot projects were run or are still running. Also, according to IntHum's mission, other activities were carried out in strict collaboration with partner CSOs. IntHum is a not for profit association working in the field of social sciences. UniSS' Science Shop project actually stands on two strongly linked legs: the FOIST Laboratory (internal to University of Sassari) and IntHum (which is external to University and is itself a CSO with structural links with civil society).

## Norway: University of Stavanger (UiS)

The University of Stavanger established a Science Shop at UiS – an interface for civil society organisations (CSOs) and the university, to jointly develop research questions.

The first milestone was reached in January 2011, when a provisional Science Shop was established in the departments of Health Studies and Social Studies. Organisations were invited to seminars and to pose questions, which resulted in several new partners and projects. A website was created as an interface between organisations and the university. Internal funding for Science Shop activities was secured two years in a row, providing a part time coordinator and the necessary recourses to establish connections with new partners and attend to other activities.

This funding, however, only provided a temporary solution. The strategy for establishing a permanent solution has been to strengthen the provisional structure as much as possible, while lobbying for inclusion of our ideas in ongoing processes. At the present stage the Department of Health Studies has implemented the “Research Marketplace” Science Shop as part of their master program and the Department of Social Studies is working on implementing the same structure.

## United Kingdom: University of Cambridge

The University of Cambridge Public Engagement team within the Office of External Affairs and Communications further developed its Cambridge Community Knowledge Exchange, based on the science shop model, during the PERARES project, benefiting from mentoring, exchange visits and guidance. Academic supervisors in Sociology, Social Psychology, Public Health, Architecture, Geography and the Business School agreed to help share appropriate research requests from CSOs for student academic projects at Bachelors and Masters level, and CSO representatives joined advisory board meetings. Over 150 CSO contacts have been mailed about the Knowledge Exchange, and ten student projects were completed in response to local CSO requests during the project.

The Public Engagement team currently have funding for an ongoing member of staff working on knowledge exchange and impact, who continues to seek research ideas from local CSOs and continues to share these with academic supervisors and students, organising events and meetings as necessary. To enhance the future sustainability of the Cambridge Community Knowledge Exchange, staff in the Public Engagement team are actively networking with other science shop coordinators to work with national agencies in the UK, such as the National Coordinating Centre for Public Engagement and the Higher Education Academy, to research student learning outcomes from co-created research projects, and share learning with colleagues in public engagement in other universities, to help learn from and develop good practice.



## 2.2 Other mentoring support

### Mentoring in Hungary by EESRG:

ESSRG identified and organised consultations to groups potentially planning to start a Science Shop in Hungary. These were initiated by conversations through phone, in person, or by participating in relevant meetings. ESSRG acting as a National Contact Point for the Living Knowledge Network and invited young researchers to join the network's Bonn conference. ESSRG facilitated the establishment of a new Science Shop, the Community-based Research for Sustainability Association (CRS), a Szeged Based NGO which catalyses networking among universities and other stakeholders and initiates own Science Shop projects in co-operation with universities.

### Mentoring in Romania by Politehnica University Bucharest:

UPB (InterMEDIU Bucharest) supported the communication between the INRO and contacts for possible collaborations under national and international programs, both for research and training. UPB's members discussed and offer mentoring on request to some of INRO's members of, by phone and occasionally meetings, sharing UPB experience from the latest projects. The national meeting of Romanian Science Shops Network (INRO) was organised at Iasi in July 2012. The main purpose of the meeting was to re-activate the collaboration inside the network and to identify future opportunities of collaboration. The issues on the agenda were the current situation of INRO Association; PERARES project presentation and UPB involvement, and possible participation within joint project proposals. Discussions were held in connection to ways of public involvement in debates, better collaboration with CSOs, current situation of student research projects, need for INRO website updating.

UPB support and mentor the setting up of a new Science Shop at University Sapiientia of Miercurea Ciuc: "Laborkukac" ("Labworm"). The main objective of the organisation is very similar with InterMEDIU's objective: to develop and promote science understanding bringing together young students from different schools, teachers and NGOs involved in their science projects. The main field of research is focused on solving local problems related largely to food production, environment quality and biodiversity. The affiliation to National Network of Romanian Science Shops in the next INRO meeting will facilitate a better collaboration with the network members.

### Summer Schools

Finally, also for non-PERARES partners, Summer schools were organized.

In the time frame of PERARES, five Summer Schools were given on Science Shops. They can be seen as a crash course in how to set up and operate them. There is not one blueprint for this work, so various models are discussed and placed in the whole spectrum of public engagement with research. The course is typically 1.5 to 2 days and is taught by experienced Science Shop staff. Topics discussed are: general overview, mediation process, needs survey of CSOs, working with CSOs, articulating their research questions, working with staff and students in the curricula, operational options, start-up strategies and evaluation. Approximately 20-25 participants were present in each Summer School. A similar

event was co-organised with University of Guelph for the Community Engagement Network of Canada. Elements from the Summer Schools were presented during other events as well, as first introduction to the Science Shop methodology.

In addition, presentations and workshops were given elsewhere, and publications were shared, to further inform and train anyone interested in Science Shops and similar initiatives.

## **2.3 Main Conclusions and Lessons Learned**

By doing research projects with and for civil society in the curriculum - through Science Shops and similar intermediaries - many universities throughout Europe can advance public engagement in an affordable and mutually beneficial way.

Supporting these universities with seed funding and mentoring/training by European experts is an efficient tool to set-up new Science Shops.

Setting-up Science Shops without the active co-operation of universities is quite complicated.

The Summer Schools are a good way to reach out to more interested actors. The fact that time of experienced Science Shop staff was bought out from project funds to deliver talks and support to non-PEARES partners as well, made it possible for them to spread their knowledge and experience. Without the support from European funding, this would not have been possible. Normally, interested universities could cover for travel costs of experts to inform them, but buying out their time usually is not possible – and even if that would happen, that would be difficult for the experts themselves, because year-planning based on incidental small payments is quite difficult.



## 3. The regional Science Shop establishments

### 3.1 Cyprus: European University Cyprus (EUC)

European University Cyprus developed out of Cyprus College, which was founded in 1961 by Ioannis Gregoriou. The purpose was to provide a well-rounded education of high calibre, so that students would acquire the necessary academic and practical knowledge in their fields of study. Programs of study lead to Diploma, Bachelor's, Master's and PhD degrees and are accredited by the Accreditation Council (SEKAP) of the Republic of Cyprus. The university operates five schools, 1) School of Arts and Education Sciences, 2) School of Business Administration, 3) School of Humanities and Social Sciences, 4) School of Sciences and 5) School of Medicine. The official language at the University is English.

All undergraduate and postgraduate programs offered by European University Cyprus are recognized nationally and internationally. Moreover EUC is an independent Educational Unit in Cyprus. With flexibility to act in an innovative manner unconstrained by any bureaucratic barriers. The European University Cyprus over the years has managed to establish close relationships with the local community.

Among the university's declared pillars and actions is to serve the society. Towards this direction many activities and initiatives are developed by the University ensuring the strong connection with the Society. Some of them are the "University of Monday" (Series of lectures that are open to the public), Blood Donations, an Environmental Awareness Day, Piano Concerts, Artistic/creative exhibitions and performances, Cultural Events and many others.

This strong relationship with the Society fosters the operation of the Science Shop within European University.

#### 3.1.1 Steps to set up the Science Shop

The first step towards the establishment of the EUC Science Shop is the creation of a **feasibility study**. The study serves as road map in the development of the Science Shop sets the objectives and presents the methods that shall be followed to achieve the proposed objectives. The feasibility study addresses two main pillars being the potential demand for the services and the potential supply of the services.

#### Demand for Research Services by Civil Society Organizations

The aim of the Science Shop is to create an information bridge between the society (in the form of CSO's) and the academia. The main aim is to promote this cooperation and to indicate solutions for applied problems CSO's are facing in their everyday business.

The potential demand for knowledge has been investigated among the existing Cypriot CSO's. In Cyprus there are 271 Civil Society Organisations. The majority of those CSO's are athletic associations, therefore making the final number of potentially targeted CSO's much smaller. This information is extracted from the database of the Statistics department. An event has been organized where the Cypriot CSO's were invited to attend.

During the last years, the EUC Science Shop team has undertaken the following promotional activities to promote the Science Shop and increase awareness of its services to CSOs.

- Press releases
- Interviews in TV and radio channels
- Development of information material
- Arrangement of an open kick-off meeting with CSO's
- Face to face meetings with CSO's representatives
- Development of close links with the Cypriot NGO's support centre
- Appointment of CSO's representatives in the EUC Science Shop Advisory Board.
- Design and development of a website

A website has been developed <http://scienceshop.euc.ac.cy> where all the information regarding the operation of the Science Shop is uploaded. CSOs can forward on-line the problems that they face, and can get in touch with the EUC Science Shop team. The website presents all the latest news and events regarding the Science Shop. (Media content such as radio casts or TV casts e/t/c).

### Research Capacity (Supply)

The five schools of EUC provide courses leading to Bachelors, Masters and PhD degrees. The majority of the above courses incorporate in their curriculum the obligation of the students to develop a research project as a prerequisite of their graduation. This safeguards a high capacity in terms of resources to address research projects developed from problems that civil society organizations are facing. The fact that students are attending a course as part of their obligation to perform a final year project and the faculty members are obliged to undertake the supervision of a project offers a potentially high research capacity. The EUC Science Shop has managed to utilize in an efficient manner the existing resources of the European university in terms of faculty members supervising the projects and in terms of students as researchers. The pilot projects have utilized faculty members and graduate students from the School of Business Administration. Recently the Science Shop has been integrated within university structures and is now in the process of widening the use of resources to all the schools of the university.

### Organizational Structure

The EUC Science Shop should have a physical presence, being a contact point for CSO's, academics and students. The following two options were considered regarding the placement of the EUC Science Shop:

- Placement of the Science Shop under the Office of the Vice Rector for Research and External Relations. In principle this could offer direct access to the University's research capacities and a direct communication channel with the local and international networks. While this is partially true, there was lack of experience, relevance and resources.
- Placement of the Science Shop under the EUC School of Business. The existing PERARES Team Cyprus falls under this school bringing together experience,

presence in the formation of the Science Shop from the beginning and above all resources (both human and electronic).

The outcome of internal dialogue has led to the decision to establish on a pilot basis the Science Shop within the EUC Business School. This decision was agreed to be re-examined after the 2<sup>nd</sup> year of this operation taking in to consideration the experience gained. In fact after the 2<sup>nd</sup> year of its operation the university has decided to take steps towards the integration of the Science Shop to the university structures utilizing all the resources of the university. Recently the senate has decided to integrate the Science Shop into university structures safeguarding its sustainability. A Science Shop Administrator has been appointed and is in charge of handling all the inter/intra communication affairs between CSO's and university. Figure 3.1.1 gives an indication of how the Science Shop has been integrated into university structure.

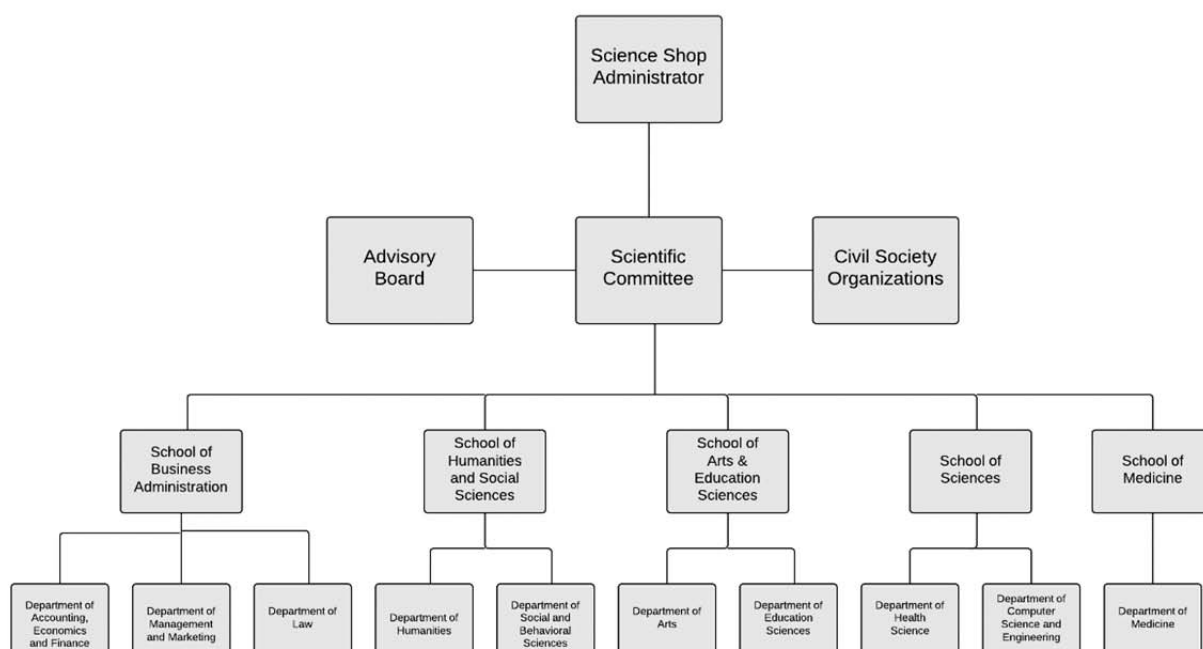


Fig. 3.1.1 Science Shop organizational chart

As stated above the Science Shop is integrated into the university structures and all academic matters are handled by existing university boards. The Science Shop is governed by a scientific committee consisting of faculty members from each department of the university. An Advisory Board where all the stakeholders are represented has an advisory role as to the operation of the Science Shop.

### Science Shop Advisory Board

The Advisory Board advises the Science Shop and the Science Shop governing body on matters relating to:

- The effective management of the Science Shop
- Promoting the Science Shop in the Cypriot community.
- Develop mutually beneficial relationship between the university Science Shop and the civil society in order to facilitate constructive exchange of ideas and people and to strengthen the links between them;
- Supporting University-wide goals to improve the staff-student experience and to deliver high-quality research and educational programs.
- Promote the work of the university's Science Shop externally

The membership of the board includes the following;

1. The Vice rector of Research of the university
2. The Deans of the Schools or their representative.
3. Representatives of at least 3 Civil Society organizations
4. One representative of the Science Shop Scientific Committee

#### Science Shop Scientific Committee

The scientific committee handles the initial request of the CSO's and organizations with an aim to develop the research questions. In detail the committee handles issues related to:

- Monitoring the smooth operation of the Science Shop
- Examination of the application of the Civil Society Organizations. Identification whether this can constitute a research question or not.
- Development of the research question in consultation with the interested CSO / organization
- Ensuring that the project results are disseminated to the interested parties

The members of the scientific committee include the following:

1. One faculty member from each department of the University.

### Mentoring

As the EUC Science Shop is a new entity in the University, it was necessary to get expert advice in the initial stages of its operation. With the expert assistance of the PERARES project coordinator, the EUC Science Shop team has organized a two-day mentoring session in Cyprus. During this mentoring session, with Dr. Mulder from University of Groningen, three separate events have been organized as follows:

- (a) Presentation of the Science Shop concept to representatives of the Civil Society Organizations
- (b) Presentation of the Science Shop concept to all faculty members of the university
- (c) Provision of expert support and training to EUC Science Shop team.

## Pilot Projects

The pilot operation of the EUC Science Shop has led to the following achievements:

- (a) Completion of three projects initiated by local CSO's
- (b) Two projects are currently running
- (c) The scientific committee handles seven applications from CSOs and is in the process of formulating the research questions.

All the projects have been implemented utilizing university resources (students and faculty members). The successful completion of the projects is part of the students' graduation requirements and is linked to the credits acquisition. All projects are listed in Appendix 3.

### 3.1.2 Current Situation

As described in section 2 of this report the EUC Science Shop is integrated within the university structures. This integration safeguards its sustainability and its smooth operation, fulfilling in the best possible way its objectives. The action plans developed from the EUC business plan have been incorporated in the university's plan.

The research capacity of the Science Shop, since its integration in the structures of the university, covers all the disciplinary areas of the schools of the university. The Science Shop takes advantage from the fact that the majority of the courses of the university have a graduation requirement in the execution of a final project. In this respect, there is a high potential supply which can satisfy demand for projects in many disciplinary areas.

The integration of the Science Shop within the university structures safeguards its sustainability without additional allocation of budget. The flow chart presented in figure 3.1.2 describes the process that is followed from the initiation of a question/problem from the CSO's until the final execution of the project. It is obvious from this flowchart that the operation of the Science Shop is fully integrated to the university structures.

1. The Civil Society Organizations and other interested parties contact the Science Shop expressing the problem that they face. This interest is expressed electronically through the Science Shop platform or in paper. The CSO fills an application form describing the problem that it faces, and forwards this form electronically to the Science Shop office.
2. The Science Shop administrative personnel forwards the application forms to the scientific committee who sets up a meeting. During this meeting the committee looks at the details of the problem and decides whether the problem can be further investigated through a research project or not. It is at the discretion of the committee to consult the applicant to collect further information.
3. If the answer is Yes then the committee develops the research question forwards the question to the relevant school/department. The school forwards the question to the appropriate department and consequently to the faculty member who is in charge with the research methods course –which the students take before their final assignment- and who allocates the research themes to students.



4. After that, the execution of the project follows all the regular procedures regarding project design and implementation established by the department.

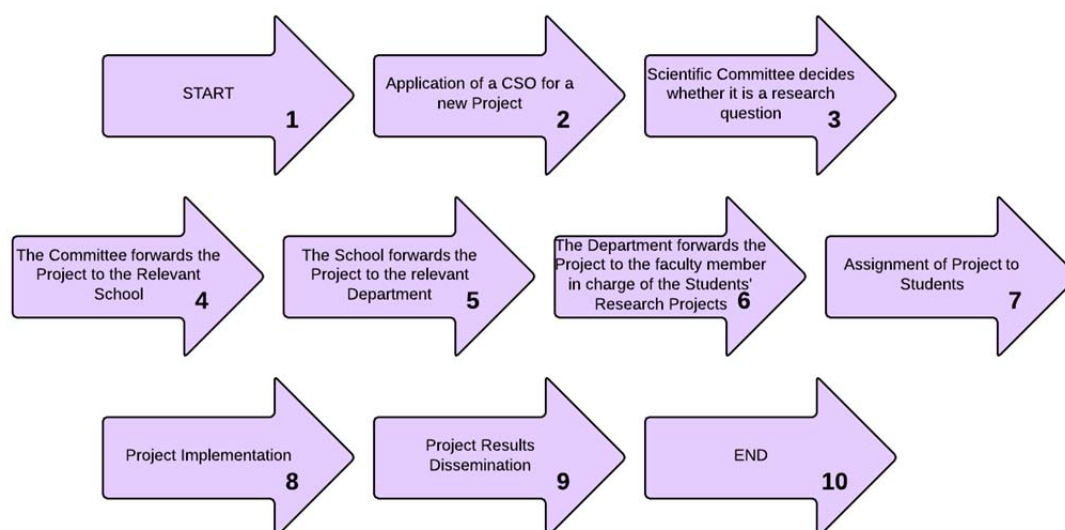


Fig. 3.1.2 Science Shop operation Flow Chart

By the completion of the project the Science Shop gets a copy of the results. The results are presented in a special meeting arranged by the faculty member who supervises the project in the presence of the beneficiary.

Following the Business plan, the EUC Science Shop team has already developed all the documentation and material that is needed for the smooth and unconstrained operation/ administration of the Science Shop. The application process and all the documentation is available online at <http://scienceshop.euc.ac.cy/application/>

The key activities that have been undertaken in the process of integrating the operation of the Science Shop within the university structures are summarized as follows:

1. Identification and critical analysis of the existing processes and procedures followed in the university departments. Special emphasis is given on the existing way final year projects are assigned and supervised.
2. Critical analysis and evaluation of the pilot implementation of the Science Shop operation in the Business school.
3. Rationalization of the existing procedures and processes followed in the university departments considering the results of the pilot operation
4. Establishment of the processes and procedures for the operation of the Science Shop within the university. The processes are integrated within the existing ones thus safeguarding sustainability.

### 3.1.3 The Future

The EUC Science Shop has managed to integrate its operation on the formal structures of the University. This achievement safeguards its sustainable operation after the completion of the PERARES project. The Science Shop has managed to safeguard the commitment and support of the university's management team. The operation of the Science Shop is one of the key activities that are included in the Universities Plan of actions. Additionally, as mentioned in the Business plan, the EUC Science Shop team shall undertake initiatives in order to ensure funding from the community (sponsorships from large organizations, development of corporate projects and state funding). Due to current difficulties in the Cypriot economy we face problems in safeguarding funding from organizations, Banks etc. But nevertheless the operation of the Science Shop has been integrated within university structures safeguarding its basic sustainability.

### Recommendations

The experience already attained from the operation of the Science Shop in the European University can propose meaningful best practices that can be followed for a successful integration of Science Shops within the university procedures. The EUC Science Shop team proposes that the following steps should be followed:

1. Take top management commitment
2. Proceed with in depth analysis of the existing processes (research projects and research assignment procedures)
3. Proceed with pilot operation in one school if possible utilizing existing structures
4. Rationalize existing processes given the pilot operation experience
5. Integrate the Science Shop operation into existing university processes
6. Give special emphasis to the demand side (promoting Science Shop operation to CSO's)

### Contact Details



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Website: <http://scienceshop.euc.ac.cy>

## 3.2 Estonia: Institute of Baltic Studies

The Institute of Baltic Studies (IBS) is an independent non-profit research and development centre that aims at assisting the development of public policy in the Baltic Sea region by providing high-quality socio-economic analysis. IBS aims at contributing to the increase of the knowledge and understanding of the development challenges and opportunities facing Estonia and the Baltic Sea region in general.

IBS was founded in 1996 in order to promote Baltic studies using new opportunities offered by information and communication technologies. In the first years, the Institute focused on different themes related to development of the information society in the region. With time, the focus of IBS activities has increasingly shifted to policy support activities and towards providing practical inputs for various public and private initiatives.

IBS main areas of expertise fall into three broad domains:

- science, technology and innovation policy, industrial economics and regional development;
- social cohesion policies in the areas of labour, migration and development, immigrant integration and gender aspects;
- policy analysis, policy and programme evaluation and impact assessment studies related to the above.

Connecting theory with practice has been the underlying motto of the Institute. In recent years, in addition to policy research, IBS has carried out a number of citizen engagement activities (e.g. citizen panels) and thus, the Science Shop idea fitted in well into IBS' profile and IBS was excited about exploring the opportunities.

IBS is situated in the next-biggest city of Estonia, Tartu, where two of three main universities of Estonia are situated: Tartu University and Life Science University.

### 3.2.1 Setting up the Science Shop

The PERARES project gave IBS the opportunity to investigate the need for a Science Shop in Estonia, start Science Shop-like activities and experience Science Shop work in practice, and explore the options for securing sustainability of the initiative.

The first step in setting up the Science Shop was to map the demand for scientific research by CSOs and to assess the supply available via existing institutions in Estonia. The gathered information was used to decide on a strategy for developing the Science Shop.

#### Feasibility study

Mapping demand and supply was carried out via qualitative interviews conducted with key persons from CSOs and Academia.

In mapping the demand, representatives from diverse organisations were consulted - mostly CSOs working in social, environmental, consumer and development cooperation fields. In

general, CSOs were positive towards the idea of the Science Shops-concept. However, they expressed their doubts about the quality, time constraints (time needed to carry out the research and the general uncertainty about whether the questions would be answered); Some of the CSOs also mentioned problems with the shortage of paradigm diversity in the field of several scientific disciplines in Estonia, which is at least partly due to Estonia's small size.

However, they also reflected that it could increase CSOs chances of getting new experts on the particular topic of interest. This in turn could open the window for new issues in research and give students a better understanding of the issue by working together with CSOs. The general conclusion was that well-functioning CSOs whose operations are solely project-based already have established contacts to researchers, at least in the field of their main work, but even so a large number of CSOs (approximately 1/3 of active Estonian CSOs) could benefit from a Science Shop. Of course what this means is that most of the organizations that would make up the target audience for the Science Shop are those with the 'highest needs.'

In mapping the research supply, interviews with individual university actors were carried out – representatives of administration, student organizations and individual lecturers. In many cases, the interviews many revealed a lack of interest, or reluctance to embrace the concept of the Science Shop: they were often seen as extra trouble with little added value for the staff members. There was also the concern that topics might not overlap between the needs of CSOs and the research interests of academic institutions. Of course, there was also a certain scepticism towards civil society knowledge in general.

Despite these concerns, there was an acknowledgement that such a connection could be beneficial to students. Thus, research was seen as possible if CSO issues overlapped institutes' general interests and there would be assistance (such as by a Science Shop coordinator) to take some burden off the academic supervisor. After in-depth discussion, most of the interviewees agreed that the idea could be given a try.

According to the interviewees from university, the level of research was most likely to be Bachelor's, sometimes Master's level, and mainly involve individual students who are looking for topics for their final thesis.

The general conclusion from the feasibility study was that the individual academics were interested, even if cautiously, in the idea of the Science Shop and were under certain conditions willing to participate in some projects.

The feasibility study also included meetings with administration of universities (Tartu University, Life Science University). This included a meeting with representatives of the Ministry of Education and the PERARES mentor from Belgium. However, this meeting did not yield much success in promoting the idea of community-based research amongst universities and ministry representatives. Both Tartu University and Life Science University representatives didn't recognize any added value in Science Shops and believed that it would be an extra burden to the Universities.

Thus the original strategy to connect the Science Shop to one of the two universities that are present in Tartu city (Tartu University, Estonia Life Science University) could not be realized

in the first stage of PERARES project. This was due to the fact that both universities that were approached mainly saw it as a potential burden and, even without financial obligations, the Science Shop idea didn't appeal to the administration of either university.

Therefore, the following strategy was developed by IBS and the Advisory Board, as the best way to move forward: to go ahead with match-making activities, focus on collecting research questions from the civil society and try to find people in Academia to answer them rather than keep looking for potential hosts.

Thus, physically the Science Shop was established at Institute of Baltic Studies and continued as an independent Science Shop. It was from here that the Estonian PERARES project coordinator coordinated the match-making and the Advisory Board was established to reflect on the progress.

Thus, the focus shifted from trying to "sell" the idea of the Science Shop to universities to instead demonstrate their actual value by pursuing several pilot projects. This involved trying to "match-make" CSOs and institutes in individual projects, in order to create a number of successful examples needed to promote the idea of community-based research. The Science Shop activity was envisaged to continue on the basis of individual projects, and possible funding options were identified, in order to continue as an independent Science Shop. While financially this approach was seen less sustainable than integrating the Science Shop into the university structure, the benefits would be increased trust among CSOs (an issue that was mentioned several times during the feasibility study interviews) and the opportunity to cooperate with different universities.

## Advisory Board

The Advisory Board was formed during the first stages of the project. Many people were invited to be on the Advisory Board, including representatives from university administrations, research foundations, CSOs and CS umbrella organisations, student representatives. However, many of them said no, feeling that due to time constraints they would not be able to participate appropriately. The Advisory Board consisted initially of 4 university representatives (individual lecturers from different disciplines as education, political science, sociology) and 4 CSOs (education and development organisations, environmental organisations). Over time of the project it decreased to 2 university representatives and 2 CSOs.

The work of the Advisory Board fluctuated greatly during the course of the project. As indicated above, several members who initially agreed to participate be on Advisory Board left, forcing a realignment of assigned tasks. A big challenge was also to arrange physical meetings – members of the Advisory Board were scattered across different cities and thus they preferred to communicate electronically (which is perhaps also a somewhat Estonian cultural trait – a great deal of business is conducted virtually).

## Pilot projects

Taking into consideration the results of the feasibility study, IBS started with pilot projects. Rather than gathering many requests and then choosing the most promising ones, the IBS

Science Shop and Advisory Board decided to try to match as many questions as possible. Doing so would address the concern that academics had that the topics CSOs were interested in did not overlap with their interests. Thus this broad approach was hoped to help us estimate how many of the questions asked by CSOs do overlap and thus can find a “match” on supply side.

Thus it was decided to not select any particular criteria for choosing pilot projects. It was believed that by doing so, we would have a better chance to gain insight into the types of questions that would be more interesting for students or supervisors and what problems would arise for research projects in different disciplines. This in turn would help us gather experience in match-making so that a system could eventually be developed for screening and developing research questions. It was also felt that a high volume of activity/success would be more appealing as a talking point for future efforts to support the Science Shop.

During three years, a total of seven projects were completed and one still is under way and is expected to be finalized in 2014.

The context and level of projects carried out was different – there were two small preliminary researches carried out by IBS itself, some thesis projects and some projects that were part of course curricula. Probably the most interesting projects were the ones that were carried out as part of the course curriculum, possibly because the supervisors were also most involved in them. Two are described below.

### Examples of pilot projects

#### Roma community – Tartu University cooperation project

In 2012, the Roma community in Estonia was looking for answers about the feasibility of family education centres in Estonia. The research question was taken up by master students who studied social work and social policy as part of a course on “*Research methods in sociology*” at Tartu University. While the supervisor was rather enthusiastic about the topic of making research with the Roma community, the students, surprisingly, were initially not convinced. They were rather sceptical about the extra time needed for community-based research, but finally it was agreed that it was worth trying. Ten students participated in the research and it turned into a well-written and thorough research report that analyses the need for, and feasibility of, the family centres and makes several suggestions for improving education and integration of Roma communities in Estonia. The cooperation between the university and Roma community representatives needed a lot of expectation management, but finally, the research was presented by the supervisor and Roma community leader on several occasions (policy discussions, ministry meetings and university’s public lectures), thus the impact can be estimated as quite satisfactory.

Another project was carried out by students as part of a course on “*Management of third sector organizations*” within the Institute of Government and Politics at Tartu University and a psychology counselling centre. The big challenge was to frame the research question – the CSO wanted to better understand its clientele, so that they could better serve them and also use the information for fundraising and marketing efforts. They had very little collected data about their clients (minimal computer systems) and did not quite understand how to pose

their research question. However, after meeting with the supervisor (lecturer of the course), and making some adjustments, the research question was agreed upon. Two students were involved – an Estonian student and a Dutch exchange student. They conducted surveys with CSO clients, studied organizational records and analysed the approaches of other similar firms. They completed a report, which described the findings regarding client perception on current and future services, and made recommendations on how to potentially improve the marketing and financing of the Psychological Counselling and Crisis Centre. The report the students made gained a high mark for the students, and was used by the Centre when discussing financing issues with municipality representatives.

Similarly to these two projects, all pilot projects gained credits and/or marks for students involved

Lessons learned from pilot projects:

The previously made feasibility study indicated that there was some demand for the Science Shop activities amongst the Estonian CSOs and that the supply would be found mostly at the Bachelor's and Masters' level as topics for students' theses. The supply was identified as being more likely to find in Humanities, while the research questions were originally expected to come for both Humanities and Natural Sciences.

According to experience, also the research requests turned out to come more for the Humanities, and while the supply was mostly at the BA level, the idea of linking research topics to thesis was less successful than anticipated. At the same time, incorporating research questions into project work as part of curricula worked out better than expected.

Carrying out the pilot projects was extremely valuable for Science Shop development. It allowed us to understand how much effort the Science Shop work needs – from match-making to question framing and expectation management to follow-up and increasing impact.

One of the main challenges during the pilot projects was to balance the appropriate amount of effort, motivation and expectations of CSOs. Many CSOs did not really believe that the result would be worth the effort and rather just decided "give it a try". As a result, in these cases they did not put in the effort required for thinking research questions through. In other cases, they already had pre-defined opinions on the topic. If the researcher(s) stated something different from CSO's opinion, the CSO felt that their opinion was being ignored.

There were 32 questions asked in total, out of which 7 research questions developed into research projects and were answered, at least partly, and one is under way. For the remaining 2/3 of questions, although a lot of effort was put into finding supervisors who could propose the questions to the students, we were unsuccessful. The list of the questions asked (in Estonian) can be found at <http://www.ibs.ee/et/teadusturg/aita-leida-vastus>

During the phase of pilot projects and match-making we also tested the hypothesis that students would be more open to the unconventional research questions than supervisors. Although students were expected to be interested in Science Shop activity, our experience showed that the interest was rather lukewarm. Pre-defined questions and topics, where supervisors could be easily identified, and research topics that did not require much extra



work from the students' side, were seen as more attractive. However, there were few students who were motivated to take up some issues proposed by CSOs but in all cases (3) the students gave up after getting poor support from supervisors in framing the questions. The experience with several projects that finally failed (i.e. thesis topics were dropped) were almost all due to the supervisor's poor involvement in defining the research question. In Estonia, due to work overload and no extra pay for supervising students thesis's, supervisors, especially at the Bachelors level, are not very much involved.

At the same time, the most successful projects were the projects where supervisor involvement and support during the total duration of the project was strong. Based on this experience we can conclude that supervisor's role is inevitably crucial at least in properly framing the research question at least at the BA level. If the supervisor is only involved nominally, it might become too difficult for students and after some time they seem to lose motivation.

Equally important is the communication between the student supervisor and the CSO. This is especially true when framing the research question initially, but also later on, during actual research and evaluation of finished work. Here, the "difficulty" often resulted from CSOs rather than supervisors, especially if there was big physical distance between CSO and supervisor (i.e. CSOs from other cities such as Tallinn were not willing to travel to Tartu). As the Science Shop could not guarantee results, (especially when there is the possibility that students could drop the chosen topic entirely) the incentives for Estonian CSOs to travel to participate in face-to-face meetings was low. Considering that many CSOs are understaffed and overworked, it is not surprising that setting up physical meetings was often of low priority for CSOs.

The challenge for the Science Shop was also to motivate CSOs to think long-term, not limiting their research needs to current projects, but to think in 2-3 years perspectives.

### **3.2.2 Current functioning of IBS Science Shop**

Currently, the Science Shop functions only as a match-making website. CSOs can post their research requests via an application form that can be found (in Estonian) at <http://www.ibs.ee/et/teadusturg/esita-kysimus>.

Thereafter the coordinator contacts the CSO to discuss the question if more detailed information is needed. Or, the coordinator contacts university representatives to determine if more background information is needed. After that, the Science Shop coordinator tries to find a supervisor who could propose the topic to her/his students.

As mentioned above, the vision through 2013 was to continue as an independent Science Shop, located at Institute of Baltic Studies, securing the work by project funding. The main aim throughout 2013/14 was to critically evaluate the pilot projects, work on concepts of how to increase visibility and credibility and to identify sources for potential funding. Therefore, promotional activities were carried out, mainly targeting Tartu University, but it was also tried to get contact with other universities (e.g. Arts University). Leaflets, media, face to face meetings, and joining already existing events (seminars, summer schools etc.) were used.



However, during the last phase of PERARES project (2014) an opportunity emerged to re-start discussions on increasing the involvement of Tartu University. The idea (which is described more below, in section 3.2) would be that the Science Shop would act as a Hybrid initiative that would be moved over to the University, but still keep IBS involved.

## Main types of research

As described above, our strategy was to test several ways and approaches towards carrying out student research, so disciplinary specialisation of the Science Shop was not a serious issue of consideration. As a result, the range of requests received has been wide. However, most requests belonged to the following disciplines: sociology (15), law (6), political science/governance (4), education (5). These categories were not rigid and most of the questions could “belong” to several categories (e.g. could be answered by both education and / or geography students; both social work and / or third sector management students, etc.).

That was also one of the challenges: CSO questions, dictated by practical needs rather than a theoretical framework, were often interdisciplinary, so they would have demanded the involvement of several disciplines (simultaneously or consecutively). This, however, could also lead to less students being able to identify them as “my specialization”-questions. During our efforts to find supervisors or students to conduct research, we approached a number of universities (Tartu University, Tallinn University, Life Science University, Art School, Art University). However, the actual pilot projects were mostly carried out in cooperation with Tartu University.

Going forward, our intentions is to narrow the focus of research topics to areas of specific competence that resides within the group.

For example, within IBS, staff possess expertise in two areas:

- Science, technology and innovation, industrial economics and regional development;
- Social cohesion policies in the areas of labour, migration and development, immigrant integration and gender aspects;

This expertise and existing contacts with CSOs and relevant university departments will be leveraged to identify opportunities for developing student/community based research.

The Science Shop approach has also been incorporated into two courses in an ongoing basis:

- Marketing of 3<sup>rd</sup> and Public Sector Organizations – The course is given in the Institute of Government and Politics, but also receives 15 students from the business faculty every year. Students will be linked to CSOs to carry out all or parts of the research required to develop marketing plans for the organizations. Plans might analyse client data, the market or explore promotional strategies. Students will be encouraged to consider if/how this research can be extended as a basis for BA/MA theses.

- Masters Thesis Development Seminar – This 2-year long course in the Euro College will work with 15 students who will develop a broad research project starting with the basic question of “how to improve society.” Discussions with several CSOs will be set to help students in determining the research projects they would like to pursue.

Funding permitting, the match-making website would be continued for research requests to be made, and followed-up, in a wider area.

### 3.2.3 The future of the Science Shop

As already said, until 2014 the way forward was seen as an independent Science Shop with project funding. The main aim in the final stage was to strengthen the bonds to universities and promote the Science Shop. However, the opportunity for closer cooperation with Tartu University/European College has recently emerged and currently representatives of Tartu University and IBS are discussing the submission of joint funding proposals.

The proposed structure of the Science Shop and its activities is depicted in Figure 2.2.1.

Within the University of Tartu, the Science Shop would be operated within the Institute of Government and Politics, whose staff would be responsible for submitting proposals and for working with university staff/students to build connections and supervise projects. IBS would serve as the link to CSOs, would continue to operate the matchmaking website, and with other universities, when projects are relevant and there is interest.

It is hoped that this approach would gain ‘the best of both worlds’, combining the flexibility of IBS with the institutional weight of UT. This approach would also address a problem that had been identified earlier. A lot of efforts were made to create bonds with the University on the level of institutes (in order to improve the options of finding supervisors) and often the feedback on failed attempts was that the fact of IBS being an “outsider” might have made the communication with departments more difficult. Thus, if the Science Shop can more legitimately claim being a part -or at least a cooperation partner- of university, it is expected to yield better results.

The fact that UT would open up potential funding streams via this method is also considered a positive. Furthermore, UT is under the process of curricula and structural change – as it shifts to more ‘problem oriented’ approaches that better prepare students for the workforce. From this perspective, a connection to civil society organizations, who are a large employer in Estonia is considered positive.

To this end, one intermediate strategy will be to work with internship coordinators within UT to get students placed at CSOs. Doing so could open up research opportunities/possibilities. Also, as the university attracts more and more foreign students. One idea that we would like to explore, is the possibility of integrating foreign students into community based research – especially at the Masters level. Doing so would expose CSOs to different perspectives and could possibly open up funding streams for the University. For this reason, research projects that involve connecting local and foreign students will also be explored.

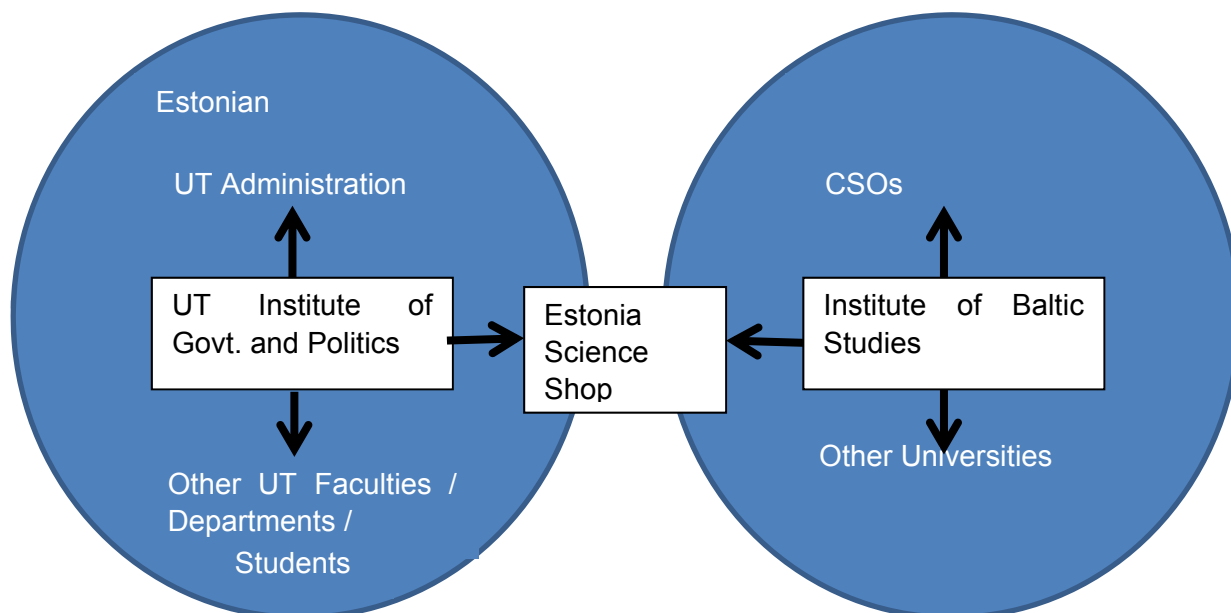


Figure 3.2.1 Proposed structure of the Estonian Science Shop.

Finally, having UT and IBS as integrated partners, the concept of cooperation between third sector organization and public/academia would be embedded in the structure of Science Shop itself.

### Concluding remarks and contact information

In the current operating environment Science Shop activity in Estonia is not sustainable in the long-term without outside investment. It is for this reason that we are exploring a diversity of funding options, such as Erasmus+ and Horizon 2020. We will also integrate community based research principles into university activity where it fits easily. For example, a course on Marketing for 3<sup>rd</sup> Sector Organizations has an obvious interest and can benefit from participation of CSOs. The research results in this case are also easily understood 'products' that CSOs would be able to use relatively easily. This in-turn can help build trust in the community/student research model.

After meeting with other start-up Science Shops in other countries, we have observed the huge advantage a Science Shop has when leadership supports efforts. Working with CSOs on the other hand is the much easier problem, because the ways to convince them are more straightforward.

It is also important to be able to identify and communicate the benefits for all actors in community based research (academicians, students, CSO's) in language that they can understand. For example, a women shelter might not recognize the potential of the Science Shop if it is marketed as "engaging CSOs in research or co-creation of knowledge". At the same time, if from the concept it is easy to understand that they have the opportunity to get low-cost, reliable and usable information regarding their client population, they might be more enthusiastic and over the time become more interested in broader concept of engaging in research.

The expectation management of CSOs is also crucial to the process, and supervisor's involvement in the research project has shown to be a big support for students. Feedback from all partners involved (students, supervisors, CSOs) is very useful in this respect, and can be gathered in an "official" way (forms etc.) but often the feedback in the form of a conversation can have an added value.

The Estonian Science Shop "Teadusturg" can be found at Institute of Baltic Studies, Tartu.  
<http://www.ibs.ee/en/scienceshop>



Contact person: Nastja Pertsjonok, co-ordinator, [nastja@ibs.ee](mailto:nastja@ibs.ee)

### 3.3 France: ADReCA (Grenoble)

The *Association for the Development of Active Citizen Research* ADReCA<sup>2</sup> was created in 2007, thanks to the involvement of two of its founding members in the SOKORI European Mobility project<sup>3</sup> in 2006. This enabled them to spend a fortnight in the Copenhagen Science Shop and a subsequent meeting in 2007 with an interdisciplinary PhD student group in charge of a (self-chosen) project to perform a feasibility study of a Science Shop in Grenoble gave birth to ADReCA, and the project to create a Grenoble Science Shop.

Adreca is an organization that exists independently from the Universities, which was considered by us as an advantage to decide on the most appropriated strategy to implement a Science Shop in the Grenoble context. One reason is the fluctuating character of the relationship between the four Universities (and two Engineering Schools) existing in Grenoble, which makes it difficult to guarantee a sustainable support for Public Engagement with Research. Another issue is the possible conflict of interests between the Universities and Adreca, which aims that the Universities' engagement with CSOs should go beyond the simple diffusion of knowledge. The priority of the universities regarding the relationship between science and society is, however, still limited to promoting scientific general culture and an annual Science Fair.

Additionally, ADReCA's project, from the very beginning, has been carried by a diverse group of people (doctorates, researchers, NGOs), with changes every year (in accordance with our rules). As well as the obligation to transfer knowledge from existing members to new arrivals, the contribution of our members has always been voluntary. This, in part, explains why things moved forward slowly between 2007 and 2010<sup>4</sup>, with our actions mainly focused on promoting our concept amongst local authorities.

We nevertheless, during this period, undertook two initial studies<sup>5</sup> with groups of students within the framework of their optional studies and also following requests from two local associations already well known by ADReCA.

#### 3.3.1 More than a feasibility study: a proof of concept

Despite all the prior activities, the Science Shop was not yet established but we knew that the terrain was favourable. In 2009, when ADReCA's members decided to join the Living Knowledge Network and the PERARES project, we obtained, at the same time, funding from the Région Rhône-Alpes via the *Université citoyenne et solidaire* (call for projects) to launch

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<sup>2</sup> Association pour le développement d'une recherche citoyenne active

<sup>3</sup> Citizen Sciences, Leonardo Programme, 6<sup>th</sup> Framework Program for Research of the European Commission

<sup>4</sup> See Appendix 1 : ADReCA's activities from 2007 to 2009 (before PERARES)

<sup>5</sup> 2009: "Organic food in collective restoration / university catering – environmental, social and economic impacts", study by three students in Biology, Informatics and Geography (1st to 3rd year), on demand of Fac Verte (Green Campus), NGO and student union; 2010: "Does the history of human activities on the Campus zone permit the establishment of collective gardens ?" by three 1st year students (Physics-Chemistry, Geography) on demand of the Collectif Jardins Campus (collective of CSOs on public gardening, formed ad hoc to formalise the demand); a preliminary investigation that led to two 5th year internships and three 4th year internships on soil pollution.

enable the first Science Shop projects. This was needed because ADReCA, unlike most of the other new Science Shops in PERARES, does not have a research supply itself. In university Science Shops, the student projects are covered within the Education Program and funding of the University. Even so, all Master thesis research in France requires funding.

Five projects were organised, with funding by the Région Rhône-Alpes during 2010. The identification of requests and potential partners (professors, students) was done using our own professional networks, but without organising any structured prospection (associations active on the campus, professors we already knew, etc.). Having worked on promoting our project for two years, we had already identified projects thanks to meetings and discussions, both with associations and researchers; we merely had to reactivate these contacts. The main problem (requiring an additional effort) we had was with the university administration, when trying to validate the work of students undertaken within the framework of their university studies (contracts and payments for their work etc.).

These first studies and gave us a good start of the PERARES project from May 2010. The Science Shop itself, called *Echop'à Sciences*, was officially launched in September 2011.

We took advantage of the experience of these first five studies to design and create useful tools - studies management protocol, website, presentation document, with a need to keep developing assessment tools, provide measures that can clearly demonstrate the 'value-added' to studies thanks to the Science Shop model. In addition, we can receive and treat studies following a clear method that allows efficient treatment/selection.

The different studies obeyed a common quality charter and were similarly evaluated via a quality procedure, so as to measure the deviation between expectation and results at different steps of the project. The draft evaluation template of PERARES was adapted in this sense. Thus, project evaluation was done according to the protocol co-elaborated within PERARES and with improvements of our own. In particular, we observed that the total duration of the projects often exceeds two years. It also seemed to us that the gain in knowledge during each step of the collaboration was as important as the final result of the study. As a consequence, the evaluation forms were modified to produce some feedback to be used when the project is still running. In that respect, the evaluation is considered as a management tool (diagnostic) and the final evaluation (summative) is more useful for future projects.

## Identification and prospection of the social demand

From March 2010 to March 2011, ADReCA has developed its networking and built contacts with NGOs to identify the social demand. To do this, we undertook two actions:

- We e-mailed numerous CSOs: a short message (to increase the chance of it being read) along with a two page description about the Science Shop, and a questionnaire that they could fill in and send back to us.
- We organized meetings to present ourselves to organizations and respond to questions.

This work, investigating civil society interest for our project, has clearly shown that there was a real need for this type of research, with over thirty requests made by NGOs/CSOs since. These requests cover a large variety of demands: environmental protection, human and social sciences as well as requests from cultural and educational organisations.

Above all, this work would not have been possible without two staff members. Secondly, these staff were themselves personally involved in the civil society, making it easy for the ADReCA to contact the local CSOs and to favour the emergence of research requests. The researchers tend to live in a quite "closed world" and the CSOs can tend to be a bit suspicious - both groups tend to be "overbooked". Having access to the networks of our two staff gave an access to an enlarged number of organisations.

### **Mobilize university authorities**

The approach proposed by the PERARES mentoring has enabled us to launch a first meeting with stakeholders of the university. We took advantage of the coming of our PERARES tutor, Gerard Straver from Wageningen University, in December 2010 to organize a half-day meeting and a presentation of Science Shops to representatives people of the University (training managers, elected board, teachers,...).

The presentation of the actions and organization of the Wageningen Science Shop gave a significant credibility to our project in their eyes and remarks were helpful to list possible objects of progress.

After this meeting, we met several other important stakeholders of the university and made a list of people we would like to invite into our future Advisory Board.

### **Advisory Board: Conseil d'orientation**

An advisory board, named « Conseil d'orientation » has been created, whose role is to advise and suggest evolutions of the Echop'à Sciences in relation to the structures that its members represent. It aims to develop the Echop'à Sciences as well as its resources. The Board meets twice a year, to take position and make propositions regarding the work carried out by the Echop'à Sciences, according to the presentation of activities of the previous semester.

We intentionally chose to include members from the university, with the aim of gaining support for a Science Shop within the University. Our intention was also to invite representative from the CSO, once the Science Shop set up. The choice of members was a mix of their role within University decision-making organs and their support for our project (which we had been able to already measure thanks to our activities in 2010). Our difficulty, however, was for them to be involved, not just as individuals but also in their official role, ready to support our initiative. The political uncertainty within the university during this period unfortunately blocked our steps. The first meeting of this « Conseil d'orientation » was held on February, 6<sup>th</sup>, 2012.



## Mentoring activities on collaborative projects

In parallel to Science Shop studies, Adreca members benefited from the skills developed and shared within WP3 of PERARES<sup>6</sup>. We concentrated on 2 areas: organising permanent debates on specific questions and with specific groups in order to favour the emergence of subjects to be subsequently dealt with by the Science Shop. We found that, with this processes, the propositions came more readily from researchers, keen to open their research area to different groups, but they were also curious about the mediation techniques employed by these different groups throughout the project.

Two subjects were singled out as particularly adapted to these type of research approach:

- A study of sediments in rivers involving researchers, local authorities and CSOs.
- Initiation to philosophy at school involving researchers, high school teachers and trainers specialised in debating techniques about philosophy.

## Support students that want to undertake socially useful research in their studies

The projects undertaken by the Science Shop involve three principle groups: the scientific 'expert', the CSO and the student(s). It is clear that, thanks to the presence of students, there was more than a mere exchange of scientific expertise, between researchers and CSOs. We have therefore decided to advance this "learning and training" aspect in our Science Shop projects in 2013, by welcoming in ADReCA a collective of young graduates. They did a project to promote the Science Shop to students that want to be socially engaged, wanting to find more sense and utility in their University studies, and want to learn in an original way.

The tools tested in this framework come from the field of popular education, based on group work, reflexivity and knowledge sharing.

The techniques developed in this framework were:

- collective workshops with volunteer students on the career and potential of each person
- training workshops for animating debates (development of critical thinking)
- setting-up research-actions (reflections that lead to actions) for specific projects (e.g. creation of a popular university at Grenoble)
- accompany students working on studies within CSOs (valorise this type of work for their CV)

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<sup>6</sup> See PERARES Deliverable D3.1 : [http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2014/01/D03-1-perares-244264\\_organizing-scenario-workshops.pdf](http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2014/01/D03-1-perares-244264_organizing-scenario-workshops.pdf)



### 3.3.2 Current situation

#### The context of the Universities of Grenoble

The economic and political context is not favourable, with severe cuts in the budgets of the Universities. As a consequence, new initiatives are especially difficult to launch in the Grenoble context. Thus, the meeting with the advisory board or the invitation of experts at Adreca's initiative, were not followed through with financial or human support from the University, though the colleagues were very receptive. Indeed, we roughly observed two types of reactions, depending on the background of the researchers. Those who do not work with CSOs showed some interest, but clearly didn't know how to participate and what to expect from these collaborations. Those who do work with CSOs on a regular basis are convinced of the reciprocal benefits.

A considerable obstacle is the strict and compressed university calendar, which only gives narrow windows of opportunity for projects: students tend to have a compulsory work placement or study, within very specific dates. Often these dates do not coincide with the requests from the civil society e.g. the need for long-term studies or follow up at a later date. Often the students who carried out the research are no longer available.

#### The limits of researchers spontaneous engagement

In this context, getting researchers' involvement happened to be particularly difficult. A structural limit came from the difficulty of identifying the researchers who could best scientifically interact with the requesting CSOs. Another limit is the time a researcher is most often ready to spend on a subject, and on methods (s)he is not fully familiar with, or which will produce results on a longer-term time scale.

Last, but not least, is the perceived value of the scientific research produced by the studies carried out via Science Shops. The pressure for researchers to publish "excellent" research tends to discourage researchers to get involved in our initiatives, which require a lot of time and, in their perception, do not give the same quality of results.

Thus, we need to continue to emphasize the educational advantages and the skills students acquire through Science Shop projects, and convince researchers and professors that engagement in society and training students on this issue should not be considered as supplementary work, but rather as part of their role.

Nearly non-existent at the start of our project, the encouragement of student-entrepreneurship has become a priority for the universities since 2013, pushed by national policies. This consists of encouraging students to create and be involved in student start-ups with the objective of providing (paid for) expertise for public and private research requests. It even includes the creation of a specific status of "student entrepreneurs" to help them organise their studies around these activities.

It is still too early to evaluate the impact of this measure on the willingness of students to be involved in projects via the Science Shops rather than choosing the role of a "businessman" that may well be better paid. However, what is clear today, is that the window of opportunity

that was previously open, is increasingly filled by this new approach, thus drawing away opportunities for non-profit projects.

We can point out, in a similar vein, that the development and popularity of *FabLabs* and *LivingLabs*, which put forward concepts of user-centred and open innovations, also draws away attention from non-profit, social innovation projects.

### The search of other economic models

To summarize, the development of activities according to the prevailing model of standard academic research (in the French context) is not satisfactory, since the societal benefits are not evaluated and therefore not really taken into account. This severely limits the development of scientific projects originating or in partnership with CSOs.

Since funding steers the involvement of researchers in projects, we imagined a model that could be worth considering in the future. It relies on cheques that would be granted for projects that are co-elaborated between CSOs and academics and ideally involving the participation of students. During the first year, the students would discover the problem raised by the CSO by participating to its activities. Its mission would be to define a problematic in coordination with a research group. The second year, the CSO would use the cheque to finance an internship of the student into the lab. We think this model should facilitate new cooperative projects.

### 3.3.3 Future outlook

As a conclusion, we find that, in spite of a great deal of personal investment, the Echop' a Science has not reached a mature status with a viable economic model.

Somehow, it is also due to the fact that we did not ask for some clear support on well-identified actions that would match and enter into the University's global policy. Our strategy, to implant the Science Shop within the university has proven to be, in fact, an obstacle.

This relative failure contrasts with the very positive perception that CSOs, researchers and students have of our approach, which should facilitate the development of the Science Shop. We explain this paradox (gap between the perception and the engagement of the University) by the bias in the evaluation tools used to assess the overall quality of the University.

These criteria are mostly based on the scientific production (Academic Ranking of World Universities) and on the university's size and attractiveness, but are less suitable to evaluate the strengths and weaknesses on all three missions, among which the dialogue between Science and Society.

### Links with national initiatives

#### National Research Group “PARCS”

Some Adreca and *Fondation Sciences Citoyennes* members whose activities involve participatory research were willing to launch a nationwide initiative on this topic. They

submitted a demand for the creation of a “Groupe De Recherche” (Research Group) PARCS (Participatory Action Research & Citizen Sciences) to the French National Research Laboratories CNRS. The demand, recently accepted, is an initiative to improve the mutual benefits of researches involving both academics and CSOs. It is based on the “decolonizing methodologies” described by Linda Tuhiwai Smith, and makes use of the experience of people whose activities involve natural partnerships: land protection and environmental policy, sustainable development, eco-diversity, research in education, etc.

### **Citizen Science in CNRS**

The support of the national research organisation, the CNRS, for citizen science or participatory research has never been strong. This despite the fact that in 2013, (Marc Lipinski, vice-président de la Région île-de-France and creator of the PICRI<sup>7</sup>) was charged by the organisation to measure and evaluate the presence and success of these initiatives within the CNRS.

We were involved in this work, organising the 19 March 2013 a study day bringing together initiatives in Grenoble concerning citizen sciences and participatory research.

The conclusions and propositions of Marc Lipinski's work for the CNRS have not yet been published. But the fact that the largest research body in France is interested by these questions is a further proof that our initiatives are a source of hope for the future. It's just too early to see the real benefits of our initiatives.

### **Contact details**



[www.echop-a-sciences.org](http://www.echop-a-sciences.org)

[echopasciences@gmail.com](mailto:echopasciences@gmail.com)

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<sup>7</sup> PICRI : Partenariats Institutions-Citoyens pour la recherche et l'innovation  
<http://www.iledefrance.fr/competence/picri>

### APPENDIX 3.3.1: ADReCA's activities from 2007 to 2009 (before PERARES)

- **June 2007** : Organisation of a Scenario Workshop (with methodological help from the Fondation Sciences Citoyennes and financial support by the Rhône-Alpes region) gathering researchers, CSOs, students and politicians around the question “What opportunities and obstacles to the creation, development and consolidation of a Science Shop in the Rhône-Alpes region, as part of the structuring process of a national network ?” (The Workshop report is available in our archives on demand)
- **August 2007** : Participation in the 3<sup>rd</sup> Living Knowledge Conference in Paris, France (the participation of five ADReCA members was financed by the GIERE (Inter-university Group of Ethics in Research, Grenoble))
- **December 2007** : Participation (stand) in the World-wide meeting of participatory democracy in Lyon, France
- **January 2008** : Public meeting on the Campus of Grenoble to present the Science Shop concept and to gather new collaborators and ADReCA members
- **March 2008** : Visit of Henk Mulder and organisation of two public conferences “Science Shops – opening research to civil society” in Lyon (INSA, Engineering university) and Grenoble (Campus)
- **May 2008** : Presentation of ADReCA and the Science Shop concept on the International Days on Communication, Education and Scientific Culture in Chamonix, France (the communication is published in the proceedings of the conference)
- **September 2008** : Participation in the seminar “How can the social demand be taken into account ?” in Lyon, France
- **January 2009** : Participation in the local Social Forum (Campus Grenoble) in parallel to the World Social Forum in Belem, Brazil (stand, conference, posters, ... )
- **February 2009** : Beginning of the projects proposed to students in interdisciplinary Educational Units (UEs)
- **September 2009** : Response to the call for projects Université citoyenne et solidaire of Région Rhône-Alpes. Start in March 2010.

### 3.4 France: Université de Lyon

The Université de Lyon (UdL) is a federation of twenty Higher Education Institutes (HEIs) of the Lyon/Saint Etienne metropolitan area. Created in 2007, it represents the most important French University site outside the Paris Region. Among its four main missions (in addition to research and doctoral training, the international promotion of its activities, and the reinforcement of connections with economic stakeholders), the Université de Lyon has set itself the goal of “reinforcing links between science & society”.

To that purpose, the Science and Society Department, created in 2007 and composed of seven collaborators, acts as a cultural bridge between the researchers and civil society. Its main focus lies on the direct impact that scientific activity has on the life of citizens, for example issues related to health, environment and new technologies. Through its Science Centre, the department is a place of experimentation and modelling of new forms of scientific culture projects, enhancing the dialogue between all the actors of society.

It's within that specific framework that PERARES has taken place, with the goal to create a Science Shop-like device adapted to our academic and cultural context. The rich overview of the different ways applied by our partners in PERARES to link research and citizens needs has been decisive for us to achieve this goal.

#### 3.4.1 Steps taken to set up the Science Shop

##### CSO demand

From end 2010 to end 2011, we implemented a two-step process to evaluate the CSO demand:

We first decided to focus on a specific part of the civil society: the associations as defined by the “1901 Act”<sup>8</sup>. Even if they aren't the only form of “organized civil society” (which also includes groups of parents, neighbourhood councils...), these associations represent in France the main part of the civil society, as well as the most structured, and can be considered as the local “community” partner.

We then assessed their fields of activity to check which ones were in line with the research priorities set by the Université de Lyon: *“Science and engineering for sustainable development”* and *“global health and society”*.

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<sup>8</sup> Established by Waldeck-Rousseau (former Interior Minister, then President of the Council), such a non-profit organization result from an “agreement whereby two or more persons pool, permanently, their knowledge or activity for a purpose other than sharing profits. It is governed as to its validity, by the general principles of law applicable to contracts and obligations”  
[http://fr.wikipedia.org/wiki/Association\\_loi\\_de\\_1901](http://fr.wikipedia.org/wiki/Association_loi_de_1901)

That's why our next step consisted of identifying the associations having an interest in environmental and/or health issues. This has led, in 2011, to a CSO database, listing more than 700 environmental associations (naturalist structures, educational bodies, living environment protection associations, user groups, etc.) and 900 health associations (scientific bodies, patient groups, first aid, prevention, social assistance and senior care associations, etc.).

[illegible]

After that, to assess the potential need of a Science Shop on our territory among this large number of CSOs, we have used three different tools to probe social demand (as well as collecting already some real topics, for projects to be done once the Science Shop would have been established):

- An e-mail survey sent to the whole list of associations → 10 questions collected
- The organization of public meetings → 30 questions
- The creation of an online form on the Université de Lyon website → 10 questions

The topics were divided as follows: 40% in health, 50% in environment and 10% in social economy. We concluded from this relatively high ratio of relevant questions in a short period that the civil society was mature in these societal issues and requesting for a Science Shop-like initiative.

## Research capacity supply

Considering the size of the Université de Lyon federation and the large scope covered by the twenty HEIs, the research supply was, from the start, considered as an asset rather than a hurdle. Through the UdL there is a large basis: 11,500 researchers and teachers-researchers; 196 public research laboratories; 17 doctoral schools; 130,000 students; 6,000 PhD students; and 900 theses presented each year across all fields (pure sciences, experimental sciences, life and health sciences, human and social sciences).

The range of doctoral studies covers five fields of disciplines: Biology, Medicine, Health; Chemistry, Materials; Mathematics, Physics, Information and Communication Technologies;

Engineering Sciences; Human and Social Sciences. The latter field is the largest: 70 000 students (58% of the total); a hundred research laboratories (51% of the total) and 3,000 PhD students (50% of the total).

To structure this offer, a laboratories database was created, listing 70 research units linked to the environment and 80 to health.

Considerations on potential placement of Science Shop, organisational form, roles and responsibilities

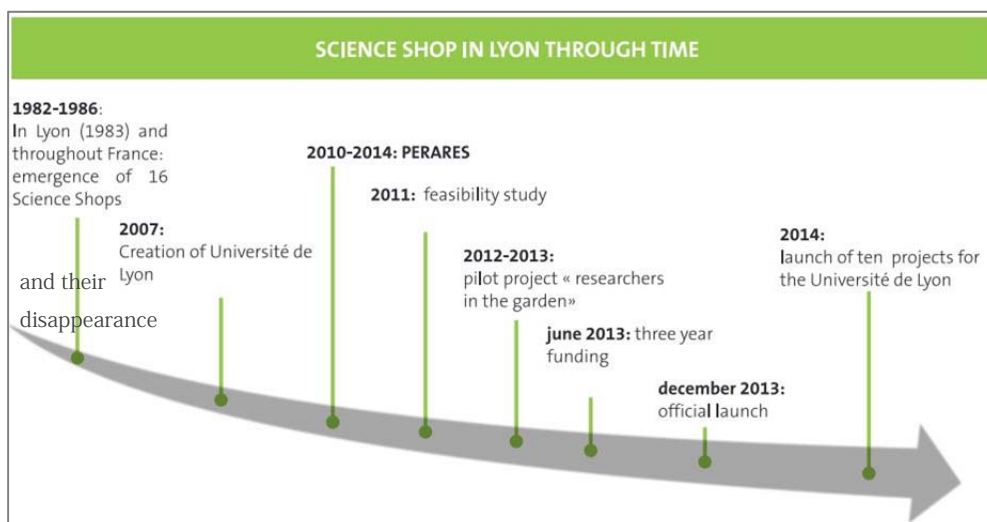
Started from inside the Université de Lyon, the future placement of our Science Shop within the academic institution was reinforced by several observations:

- the strategic orientations made to develop the Science & society department activities → a specific pole was created in 2011 to focus on “relations between civil society and research” (in addition to the “public debate” pole and the science festival one),
- the trends in the national research programs as well as in local authorities policy that promoted more and more the public participation in the new projects,
- the Université de Lyon policy, that convinced us to promote the inscription of the Science Shop project in the strategic documents

Our main message was to create with the Science Shop:

- a linking device between the different HEIs,
- based on emerging values (social responsibility of the university, responsible research connected to societal concerns, development of public consultation)
- based on the students and the existing curricula of our HEIs,
- and fostering cross-disciplinary collaborations between these institutions.

3 years later in June 2013, this position, as well in its content as in its timing, was positively received.





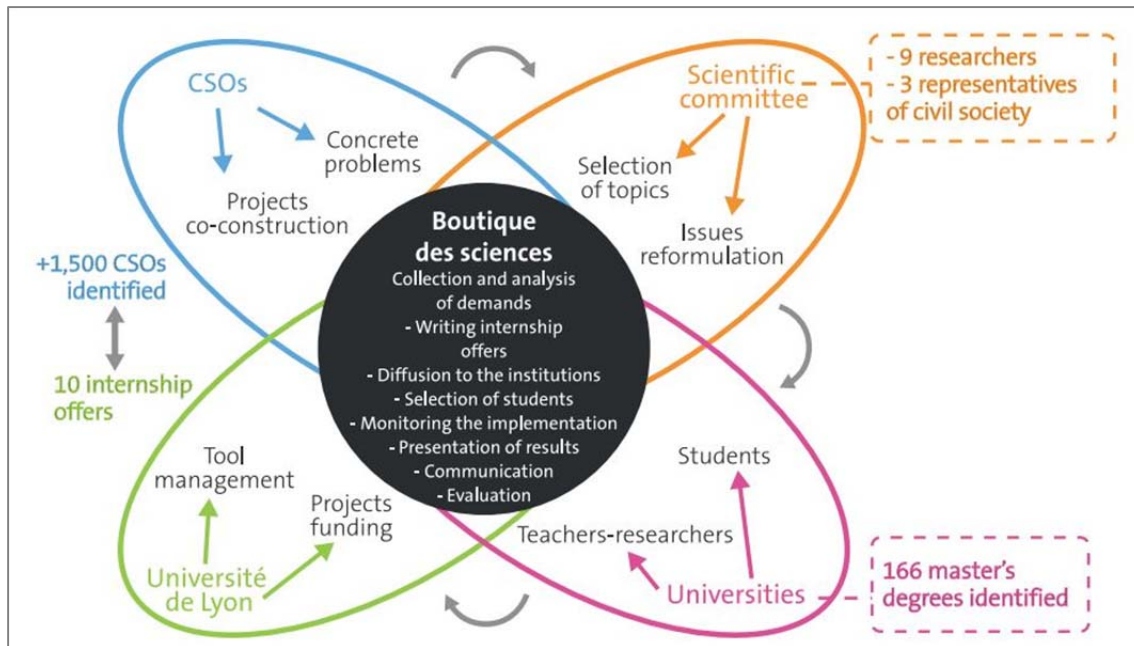


Figure illustrating the structure of the Boutique des sciences in 2014

## Advisory Board

Our scientific committee, dedicated to the selection of the social demands to be processed and their reformulation into scientific question, consist of

- Nine professors and researchers from the main HEIs (University Lyon 1, Lyon 2, Lyon 3 Jean Monnet, INSA, Lyon and Science Po Vetagro Sup)
- Three representatives of civil society (MGEN, House regional Social and Solidarity Economy [CRESS] and Conservatory Natural Area Rhône-Alpes [CEN])

The choice of these twelve persons, as well as their systematic acceptance of our proposal, was a combination of: their authority in their respective field of activity, their connections with some of the past or current projects of the Science and society department, their instant interest in the Science Shop concept and the related values.

## Mentoring

The 3 different mentoring sessions realised during the whole period with WUR, UCC and QUB have helped us to progress in all the operational aspects, such as projects coordination, financial organization, contracts used between CSOs and students, final reports, and communication.

## Pilot projects done

Only one pilot project was performed before the official launch of our Science Shop, but a consistent one, both in its duration and in its valuable lessons: *"Researchers in the Garden: Science Serving Social Needs"*.



In July 2011, a question was collected during a public workshop that had brought together some CSOs, researchers and representatives of local authorities. The PERARES project allowed us to follow this up and write a grant proposal, which was successful in a call for projects. This meant our pilot project could start in January 2012, to continue until June 2013.

Funded by the Rhône-Alpes Region, with support from the town of Villeurbanne, this project is structured around interdisciplinary research meeting the needs of a local association. Indeed, Villeurbanne's Société des Jardins Ouvriers ("Garden Allotment Association") faces a two-fold problem: the risks linked to the progressive silting up of the Rize stream bordering certain gardens and the difficulties linked to the necessary changes in the gardeners' practices with regard to maintaining and treating the cultivated plots and surrounding area.

The project is divided into three complementary sections, each part of an overall approach to empower and improve the skills and know-how of the various involved players (civil society players, as well as researchers and students). The three concomitantly developed measures are:

- Test an interdisciplinary research project answering a concrete social need - that emanating from Villeurbanne's garden allotments - and allowing various producers of knowledge (IRSTEA, GRePS, FRAPNA and gardeners) to work together.
- Set up permanent platforms for sharing between associations and researchers.
- Train students who will work alongside civil society players.

This project will allow for the development of a series of unique, complementary partnerships between researchers, institutions (Villeurbanne municipal services, etc.) and diverse associations (naturalists, user groups and cultural associations), while at the same time shedding light on the social utility of regional research.

We quickly realised that this first project would not exactly be a typical one: the criteria of the call for projects and the budget allocated had led us to design an ambitious program. The combination of three partners (one laboratory in natural sciences, one in humanities and an "expert CSO" in natural issues) to answer to a single CSO has required quite some efforts from us to coordinate it.

In total, ten persons have worked on this project with the three partners along its successive steps. The role of our facilitation was important. We needed to regularly organize collective meetings, in addition to the usual contacts with each of the partners. These time-consuming organisation tasks (mails, doodles, travels...) have distanced us a little from the core questions: to pay attention to the work relations between students and citizens and to monitor and support the progress of the three research parts.

The positive side of such a big project is that it has highlighted numerous points to monitor vigilantly in our future projects: from an operating point of view (e.g. to assure as quickly as possible that a high number of people in the CSO feel concerned by the project, and not only a few of them; to make sure that the students not tend to distance in the course of the research from the original question), as well as from legal aspects (e.g. potential risks that students can be exposed to during the project; the possible reluctance from some

laboratories to communicate some data during the project: photos, texts... arguing about copyright issues).

To sum up, this pilot project has been very useful for us, to help designing our future Science Shop as well as to make us aware of all the potential hurdles and limits that need to be anticipated upstream.

One of its follow ups was the creation of a specific training session of “intercultural communication”. At the start of each Science Shop project, every teams (consisting of one student, one CSO representative and the supervising researcher) is offered some basic communication schemes and concrete workshops in order to facilitate mutual understanding and exchanges between different identities, which will lead to a good and useful output.

### Dissemination/publicity strategies

In December 2013, the official launch of the Science Shop was marked by a communication in different media: a press release, three inserts in the popular press, four articles and interviews on four websites, and interviews for radio. Early 2014, pending completion of the first projects, the communication was continued with a report on a local television station, which showed the pilot project and the Science Shop methodology. Through collaboration with our European partners, two articles were published in the “Living knowledge” magazine and a poster was presented at the 6<sup>th</sup> Living Knowledge conference.

Now that the Université de Lyon Science Shop is running, it has become possible to create cross projects with the other activities of the Science and Society department: the outputs of the ongoing Science Shop projects will be shown (through movies or presentations made by the students and the CSOs) during the next Science festival and Night of Researchers for example, which represent good opportunities to introduce the Science Shop concept to a broader public.

### 3.4.2 Current situation

In line with the European wording, we chose to name our Science Shop “Boutique des sciences”, which is the literal translation of the English term in French. The “Boutique des sciences” has been created within the University of Lyon.

This Science Shop is actually the only one in France which is part of a higher education institution (different from other existing initiatives in France which are association-type model based on voluntary participation or regional public service, based on calls for projects). Since 2007 and the creation of the federation, its Science and Society Department meets one of its fundamental tasks: to establish links between civil society and the academic world. In 2013, its activities like “Fête de la science” [science festival]) and “Et si on en parlait” [and if we spoke], debates) has been complemented by the development of a Science Shop.

Thanks to the many disciplines represented in UdL, the “Boutique des sciences” is able to offer a scientific framework for dealing with various issues. The two main themes of “health” and “environment” are privileged insofar “global health and society” and “science and

engineering for sustainable development” are the main areas of intervention of the PALSE program that accompanies the first projects.

For the year 2014, projects involve :

Social demand is driven by diverse CSOs: from small local associations (beekeeping union, association of bicycle users, youth club) to collective of health or environment CSOs (inter associative collective on health care, home environment, regional union of Permanent centres for initiatives for the environment) and larger associations with a national network (aerobiological monitoring national network, France Alzheimer).

After sending internship offers to eighty Master managers or secretaries, thirty CVs were received and thirteen students were interviewed. The recruited students come from: Master 2 in health psychology (aging course), in Social Representations and Communications (Institute of Psychology), in Sociology applied to local development (two students), in rural studies (mention rural patrimony and cultural development). Some others are agronomist in the third year of specialization of master in collective action management in veterinary public health at the National School of Veterinary Services or engineering student in the final year of the National School of Public Works of the State (deepening environmental risks and pollution). A student in Master 1 in political and strategic alternatives for towns and cities.

Training tutors and scientific supervisors: in addition to training tutors accompanying students, researchers from institutions of the University of Lyon were mobilized to scientifically supervise the work of students and promote the scientific quality of the work placement, also in an interdisciplinary setting.

Simultaneous with the official launch of our Science Shop, the development of specific media communications has been launched. After creating a logo and a graphic chart, flyers and a new website has been developed. The new website (see screenshot of the homepage below) maintains the objectives of the former page that was on the site of University of Lyon and adds some features. A presentation of the Science Shop and its pilot project are complemented by pages describing the implications of the Science Shop for a civil society partner, a student, a researcher or a local authority that wish to engage in projects. A specific page is developed and maintained for each ongoing project and a new version of the social demand submission form is offered.



### 3.4.3 Future outlook

Implementation of the Business Plan that was written with the financial support of the PERARES project has been made possible by the Grand Lyon (Metro) Authorities and the pilot project that was funded by the Rhône-Alpes Region. From 2013 thru 2015, the national investments for the future program ([investissement-avenir.gouvernement.fr](http://investissement-avenir.gouvernement.fr)) financially supports the Science Shop at 100,000 euros per year. This multi-year funding has enabled the hiring of a full-time staff in addition to the person who managed the previous studies (80% of time).

### Key advices to others starting a Science Shop

With three years of preliminary studies and pilot projects, the Boutique des sciences has built a series of documents, partially inspired by those being shared by the consortium PERARES. A legal work has been done to create new agreements between project partners. These documents, adapted to the French language and context, have already been solicited by other French institutions wishing to develop their own Science Shop.

The Lyon-team succeeded to add the Science Shop to the University Strategy, and thereby in its application for the National Futures Funding Programme. Also, they established an ambitious pilot project with support from Regional Councils. Inclusion in official university strategy therefore is something that is recommendable<sup>9</sup>.

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<sup>9</sup> See also PERARES Deliverable 7.1 for more information on embedding Science Shops in HEI-strategy: <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/12/D7-1-Handbook-of-Models-of-CE-Strategies-in-HEIs-19.12.13-overall-report-FINAL.pdf>

### 3.5 Greece: Technical University of Crete (TUC)

The Technical University of Crete (TUC) is a relatively small and new regional university that has been very active in promoting research results to the local and national Community. However, a well-established and structured mechanism that enables active collaboration with CSOs was not available during the past years. The TUC Science Shop, named EPILYON (initials of the Greek phrase “Scientific Solving of Problems”) was founded in May 2010 under the PERARES project. The main goal was to develop a link between the academia and the CSOs by identifying potential problems that CSOs face, matching them with the capabilities of the University, generating knowledge within the University, and feeding back this knowledge to the Society.

TUC was established in 1984 and currently has five schools ([www.tuc.gr](http://www.tuc.gr)):

- Management & Production Engineering (DPEM),
- Mineral Resources Engineering (MRED),
- Electronic Engineering & Computer Engineering (ECE),
- Environmental Engineering (ENVENG), and
- Architectural Engineering (ARCH).

TUC has a strong applied research orientation. It hosts 57 laboratories with a total of 210 research and development programs and a budget approaching the amount of 19.000.000€. Also, there are 110 professors, and about 3000 undergraduate and 800 graduate students.

#### 3.5.1 Setting up the Science Shop

##### Feasibility study

The feasibility study was conducted at the first stage of setting up the TUC Science Shop (February 2011). Its aim was to identify the factors, which contribute to the sustainability and success of the project.

The first part of the study covered the prevailing situation in three main areas:

- a) Supply, referring to the know-how of the TUC;
- b) Demand, referring to the regional CSOs;
- c) Organizational form, referring to the structure and staff of EPILYON.

The research supply is based on the activities of the different schools and labs of TUC. From these activities, the relevant to the scope of EPILYON, include:

- 1) Diploma, Master, or PhD theses;
- 2) Projects conducted in under and postgraduates programs;
- 3) Research projects funded by regional, national or international organizations.

Table 1 gives a more detailed description of the scientific areas covered by TUC, which may be considered as the main research supply for EPILYON.

Table 1. TUC schools

School	Description
Management & Production Engineering (DPEM)	Dynamic design, development, and operation of production systems, focusing on mechanical systems, operational research, and engineering management ( <a href="http://www.dpem.tuc.gr">www.dpem.tuc.gr</a> )
Mineral Resources Engineering (MRED)	Coursework and research focus particularly on industrial minerals and energy resources ( <a href="http://www.mred.tuc.gr">www.mred.tuc.gr</a> )
Electronic Engineering & Computer Engineering (ECE)	Design and development of information systems, telecommunications and electronics systems, energy systems, and automatic control systems ( <a href="http://www.ece.tuc.gr">www.ece.tuc.gr</a> )
Environmental Engineering (ENVENG)	Design, construction, and operation of treatment units for wastewater, air pollutant emissions, agricultural and food industry waste, toxic and hazardous waste, environmental impact and risk assessment studies, and renewable energy ( <a href="http://www.engeng.tuc.gr">www.engeng.tuc.gr</a> )
Architectural Engineering (ARCH):	Architecture, urbanism, planning, architecture engineering, protection and restoration of monuments and complexes, and environmental-ecological dimension of architectural design ( <a href="http://www.arch.tuc.gr">www.arch.tuc.gr</a> )

Since the concept of Science Shops was relatively new in Crete, the potential demand for knowledge from CSO's was investigated by three complementary ways:

- 1) Personal contracts with CSOs;
- 2) Development of the EPILYON website;
- 3) Other promotional activities (e.g., leaflets, press releases, articles and interviews in several websites and local media).

As far as the EPILYON website is concerned, it should be emphasized that the CSOs are registered in the developed online system. As a consequence, a detailed database with contact details was developed, which is expected to grow and updated in the future. Characteristic examples of the CSOs that have been contacted and registered in the system include:

- 1) Friends of the sea and marine environment ([www.filoitoybythoy.gr](http://www.filoitoybythoy.gr));
- 2) Chania Sailing Club ([www.iox.gr](http://www.iox.gr));
- 3) Friends of the bikes ([www.podilatreis.gr](http://www.podilatreis.gr));
- 4) Rural prison of Agia;
- 5) Parents Association of the primary school in Galatas;
- 6) Chania Consumers Union;
- 7) Ecologic Initiative of Chania ([oikologp.blogspot.com](http://oikologp.blogspot.com));
- 8) Prefecture department for the treatment of water resources in Chania.

Finally, a SWOT analysis has been conducted in the context of the feasibility study (Table 2) taking into account the TUC system and the external environment. The results of the SWOT analysis contributed to the development of an operational model for EPILYON, and the adaptation of this model in the prevailing at that time situation, as next section presents.

Table 2. SWOT analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Strong technical/educational/research background at TUC</li> <li>• Strong technical and research base in Crete (University of Crete, Foundation of Research and Technology Hellas, Technological Institute of Crete, and other research institutes)</li> <li>• Strong experience in liaison services</li> <li>• Easy access to Engineering students/all required to have a Diploma Thesis</li> <li>• Establishment of Student Placement and Innovation Centre at TUC</li> </ul>	<ul style="list-style-type: none"> <li>• Scattered activities of TUC, one stop shop does not exist</li> <li>• Non consistent and steady student flow throughout the year for starting their thesis</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Economic crisis, openness of Community to collaboration</li> <li>• Networking capacities with PERARES partners/mentoring activities</li> <li>• Easier promotion with information technologies and social media</li> </ul>	<ul style="list-style-type: none"> <li>• Economic resources</li> <li>• University constraints (e.g., fixed periods for thesis, low interest from professors for day-to-day problems)</li> <li>• Country's financial stability</li> </ul>

### Advisory board and mentoring

The TUC Science Shop has a 7-member Advisory Board which includes four University professors, members of the TUC Research Committee, two members from CSOs, and the Director of Science and Technology Park of Crete (STEP-C), who serves as an expert and policy-maker. The aforementioned members were identified at the first stage of setting up EPILYON, mainly through personal contacts with academia and CSOs, while an effort was made in order to meet the following criteria during the selection process:

- Balance between TUC members and CSOs,
- Representation of the different TUC Schools, and
- Exploitation of know-how and previous local efforts in this area.

Mentoring activities are mainly implemented through a series of meetings with CSOs, professors, and the EPILYON staff. The PERARES Network contributes substantially to the successful development of EPILYON (e.g., develop collaboration with new CSOs through online debates on particular issues). The University of Groningen has served as mentor of EPILYON (the project coordinator visited TUC in October 2010 and April 2013).

### Pilot projects

Starting from October 2010, the promotion of the science-shop initiatives resulted in a total of 24 projects submitted by 10 different CSOs. From these submissions, TUC has completed 7 projects, as analytically presented in Appendix 3. These figures, although relatively low, exceed expectations, considering the low awareness of Science Shops philosophy in TUC and local community in general.

The completed pilot projects relate to the following topics:

1. Study for the treatment of effluent which comes from the farms of the rural prison of Agia. This proposal is compatible and accepted under the new terms of the environmental protected wetland.
2. Study for assessing feasibility of the proposals for the construction of a marina at Kum Kapi area of Chania (design, environmental impact, etc.).
3. Study for the application of renewable energy in Neorio Moro building, where the headquarters of the Sailing Club are. The study contributes to the reduction of the operational costs and the support of a sustainable green energy.
4. Study for the economic viability of local businesses, taking into account the current economic crisis. The study examined, as well the social impacts of current economic recession and identified potential suggestions related to innovation and entrepreneurship activities.
5. Study for the market shares of specific areas of stores. The main research question posed was related to the concentration of stores in the Chania retail market, and provided a significant input for developing a local planning.
6. Resolving cooling issues of an elementary school in Rethymno. The research question was posed by the association of parents, and the main findings helped to identify specific interventions in the building that optimize the internal environment conditions, while minimize the costs.
7. Study for the behaviour research and consumer preferences in Palaiochora, which is a small village at the north part of the prefecture of Chania.

All these studies are available to the EPILYON website, while it should be noted that from the remaining 17 submitted projects, 6 are in progress (i.e., waiting for the final document, or waiting for the final assignment to a student after accepted by a professor).

Taking into account the whole process of submitting, developing and finalizing these pilot projects, it is important to emphasize the following:

- The majority of the research questions posed by the CSOs are related to environmental issues. This may be justified by the number of collaborations between EPILYON and environmental CSOs, the know-how of TUC, and the relatively high interest of the local community. This has been taken into account in the current operation of EPILYON (e.g., strengthen collaboration with ENVENG). Also, an interest in general management issues has been observed (e.g., feasibility studies, marketing plans).
- Almost all schools of TUC participated in these completed projects. This is important for the further promotion and awareness rising of the Science Shops philosophy within TUC environment.
- In several cases the research questions posed by the CSOs had to be adapted in the requirements of TUC. In particular, several research questions were too broad to be completed in the context of a thesis, or the topic was too urgent. Also, for some research questions, TUC had small or no research capabilities. For these reasons, the EPILYON staff in collaboration with the CSO modified the research questions (or broke them down in more specific topics).



### 3.5.2 Current situation

As already noted, the main aim of EPILYON is to strengthen the interaction between researchers and CSOs at regional and transnational level. In this context, EPILYON operates as a link between the academia (TUC) and the Society (CSOs). The current operational model of TUC Science Shop is presented in Figure 3.5.1, where the aforementioned role of facilitator of EPILYON is clear.

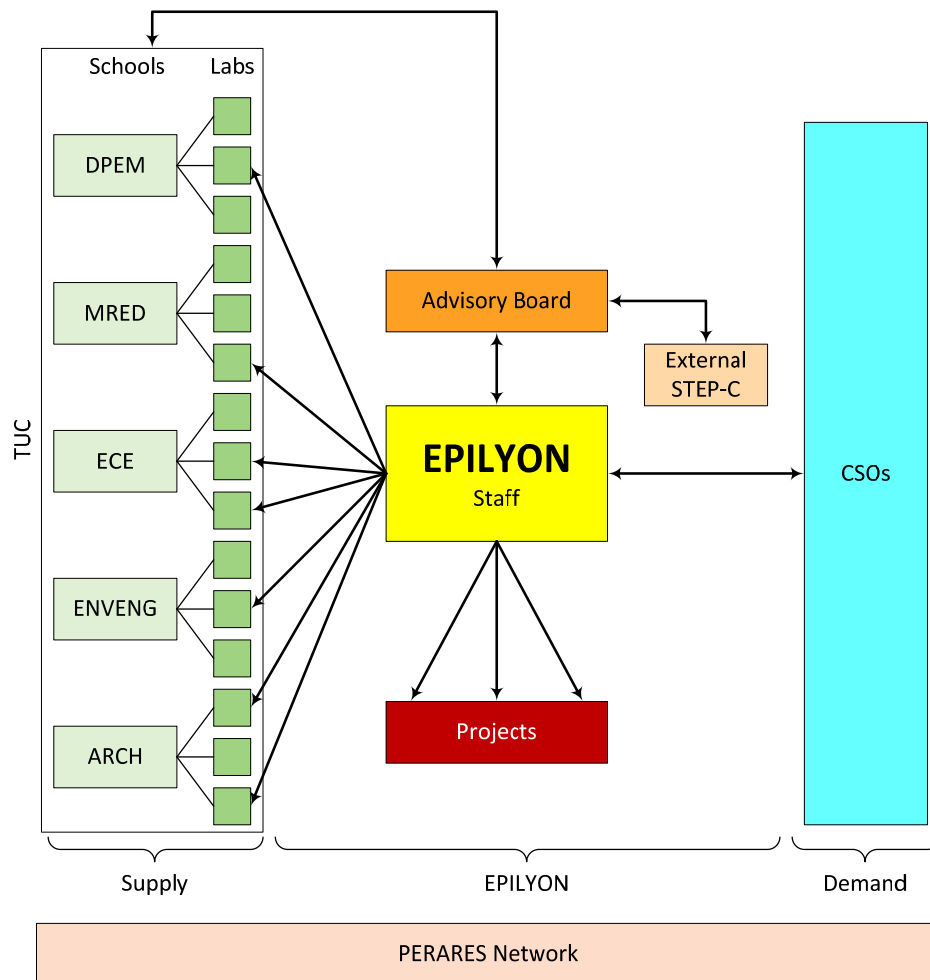


Figure 3.5.1. Overall operational model of EPILYON

In addition, the major current strategy of EPILYON consists of 3 pillars, as presented in Figure 3.5.2.

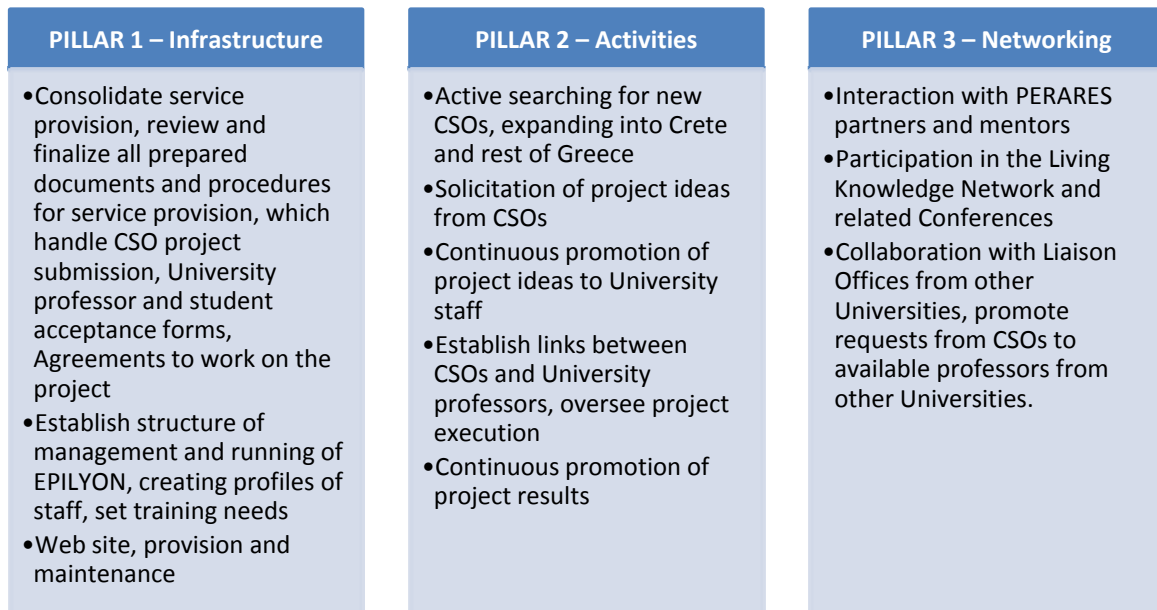


Figure 3.5.2 EPILYON current strategy

Currently, the EPILYON staff consists of two members: a scientific coordinator (professor of TUC), and a research associate (technical support member). Based on the results of the business plan, EPILYON should be structured within the management of TUC so that its services could be integrated with complementary services of the University. The last Greek law for educational issues restructures some of the departments and functions in the University system and calls for the creation of a Student Placement and Innovation Centre, which will be under the auspices of the University Research Committee. This centre will be within the regular payroll of the University and thus will have the appropriate personnel. It is envisioned that this Centre will gather all different services that aim at providing the links of the academic community to the outside world (e.g., student placement, interaction with companies, promotion of spin-offs, supporting entrepreneurship). Due to several reasons, mainly caused by the current economic crisis, the full development and staffing of this Centre has been delayed, and thus EPILYON has not been integrated with formal TUC activities, which remains the major future challenge.

The supply and demand processes are now fully supported by the EPILYON website ([www.epilyon.gr](http://www.epilyon.gr)). The website is available to the public since January 2011, and consists of two main parts (Figure 3.5.3):

1. *The information context.* Users can find information about the project, the status of the project, news and events, interesting links, dissemination activities that have been carried out till now, etc. Contact details of the working group of EPILYON are available in the site, for bringing public in contact with the staff.
2. *The web application, an interactive user interface environment.* CSOs have the opportunity to sign up themselves and submit their request for a research subject online. They fill in the necessary forms and the administrator can check them. The

same applies to the students and professors of the institution. They can sign up themselves and submit their interest for one or more research subjects.

The aforementioned registration requirement gives the opportunity to continuously develop the EPILYON database with new professors, students, CSOs. This information is crucial given the early stages of TUC Science Shop, since it contributes to the promotion of the engagement of the CSOs and the research community through the additional information provided (i.e. presentation of the project, the science-shops philosophy, the results of the finalized science-shop projects, and the dissemination activities). On the other hand, the website implements the specific procedure that has been developed for the science-shop projects. This procedure consists of the following steps:

1. Submit a topic by a CSO
2. Accept it by the PERARES office (revise the research question if necessary)
3. Submit and accept professor interest
4. Submit and accept students interest (this step may be merged with the previous)
5. Receive and publish results

It should be emphasized that the supply and demand processes are continuously revised, taking into account the particular characteristics of TUC and local CSOs. For example, since an under or a postgraduate diploma thesis are obligatory in TUC, the majority of current and future projects are integrated in this process. In addition, given the high interest of local CSOs in environmental issues, stronger engagement activities for both ENVENG and environmental CSOs are in progress (e.g., presentation of projects results to environmental CSOs and to ENVENG students and professors).



Figure 3.5.3 The website of EPILYON (www.epilyon.gr)

Currently, EPILYON is running with funding from the participation in the PERARES project. Future funding is one of the most important challenges, as emphasized in the business plan because of the economic crisis in Greece. Given the delay in the integration with the University structure, it is important to explore the different sources of funding, as identified during the first period of TUC Science Shop. These alternative funding sources include national programs aiming at similar targets, but also partial funding by CSOs when this may be possible. It should be noted that funding support is crucial in the implementation of several projects, because of the costs of consumables necessary for analyses in environmental studies. In addition, other funding possibilities are currently evaluated and assessed, including support from local authorities (Region of Crete, Municipality of Chania) or associations (Industrial and Commercial Chamber of Chania).

As already noted, there are six Science Shop projects that are in progress, while eleven other projects (or research questions) have been submitted, mainly by environmentally oriented CSOs.

Regarding the Advisory Board, it has been decided to have a meeting at least every six months and also when is deemed necessary by the Management Team. During the meetings all the relevant issues are discussed and directions are drawn for continuing successfully with the project operation. Minutes are written, distributed and approved for each meeting. By the end of this year, the Advisory Board is expected to be renewed, taking into account the aforementioned supply and demand characteristics.

Finally, the current promotional activities are mainly focused on:

- 1) press releases,
- 2) articles in local press and/or websites (with emphasis on environmental CSOs' blogs),
- 3) circulation of the leaflet developed,
- 4) interviews in TV/radio,
- 5) updates to the EPILYON website,
- 6) other personal meetings with CSOs and TUC personnel.

### 3.5.3 The future

In general, the strategy of EPILYON will be to continue to implement the SWOT analysis presented in the previous section. In this context, the integration with TUC activities, under the Student Placement and Innovation Centre is considered as the major opportunity. Thus, EPILYON staff will continuously promote Science Shop activities in order to raise TUC commitment and overcome staffing problems. Moreover, the operation of EPILYON will continue to use the identified strengths (e.g., obligatory diploma thesis, strong applied research orientation of studies) in order to overcome the weaknesses (funding, awareness of Science Shops philosophy).

Based on the aforementioned external and internal environment of TUC Science Shop, alternative sources of funding are also an important part of EPILYON strategy (e.g. potential funding from CSOs, who may have such capacity, participation in national/international

projects of similar aims, funding authorities), although this task seems hard due to the current economic conditions.

### Lessons learned

The experience from the operation of a Science Shop that has been established for the first time (like EPILYON) may be summarized in some “lessons learned”. The most important of them emphasizes that there is no universal approach applicable to every situation, but Science Shop philosophy should be adapted in the external and internal environment. Moreover, a continuous improvement (e.g., Plan-Do-Check-Act cycle) with the following steps may be adopted:

1. Study the environment and make a business plan (with emphasis on SWOT analysis and opportunities for integrating Science Shop in the University’s structure).
2. Implement the operational model defined in the previous step.
3. Conduct a series of pilot projects giving emphasis on promotion activities.
4. Adapt/Modify the operational model and start again from step 1.

### Contact details



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## 3.6 Ireland: Dublin Institute of Technology (DIT)

The Dublin Institute of Technology (DIT) originated in the vocational education sector in the late nineteenth century when several vocational colleges were set up in Dublin's inner-city, under the City of Dublin Vocational Education Committee. In 1992 these were merged into DIT, which is now one of the largest third-level institutions in Ireland, awarding a wide range of qualifications from higher certificates to doctoral degrees. Many of the programmes still have a strong emphasis on applied learning and applied research, and close links with industry. DIT has a strong record of community engagement, through the Access and Civic Engagement Office. It is a member of the Talloires Network, Campus Compact, the Living Knowledge Network, and the University Social Responsibility Alliance, all committed to expanding the civic engagement of universities.

DIT Access and Civic Engagement Office – [www.dit.ie/ace](http://www.dit.ie/ace): In 1996 the Community Links Programme was set up in DIT. The Access and Civic Engagement Office, as it is now known, is located in the Directorate of Student Services, has three goals: civic engagement, widening participation, and the alleviation of educational disadvantage, at local, national and international levels. This is achieved through initiatives primarily directed at personal development, including self-esteem, confidence, motivation and empowerment of individuals and communities. The programmes all involve close collaboration between DIT and CSOs, schools and communities. In 2011 the Community Links Programme won third prize in the Talloires Network McJannet Prize for Global Citizenship. In 2005 DIT set up a centre for community-based learning. Since 2008 it has been based in the Access and Civic Engagement Office and is called Students Learning With Communities.

### 3.6.1 Steps taken to set up the Science Shops

DIT's Programme for Students Learning With Communities (SLWC) was set up in 2008 to support and promote community-based learning (CBL) and community-based research (CBR) across all disciplines in DIT, developing collaborations between CSOs and DIT staff and students on research and learning. As the remit of SLWC already included CBR, it was clear that this would be the location for the science-shop type structure in DIT. The feasibility study for the Science Shop structure built on work already underway by the two full-time SLWC staff (one part-time staff member was also funded from PERARES). This work involved meeting interested community partners to discuss ideas for projects which they felt they would like to work on with DIT students (some partners we recruited through umbrella organisations, such as the Carmichael Centre for Voluntary Groups, and others through contacts who were already working with DIT, e.g. on volunteering projects with students). From May 2009 onwards the staff also began collecting research questions from interested CSOs, and very quickly began to develop a substantial database of questions. The research required by CSOs ranged from a simple needs analysis with recommendations, to a literature review, to a more substantial piece of research at undergraduate and postgraduate levels including applied research and development (e.g. design and development of concepts for products/buildings).

As part of the feasibility study we also mapped existing community-based learning projects or community-based research project across DIT, and we identified that 50 courses across DIT incorporated CBL/CBR into their modules. The majority of these were class based

community-based learning projects, and we wanted to work with these lecturers to build on and equally promote community-based research (and thus the Science Shop model) across DIT.

In the same year as the feasibility study we had already supported several CBR pilots. Furthermore a broad pilot project was already underway to build a sustainable relationship between DIT and a specific disadvantaged community currently in the process of physical and social regeneration of regeneration – the Grangegorman area.

In 2009 SLWC staff had already invited relevant staff from DIT, student representatives, community partners and other colleagues to form an advisory board, to advise on plans and strategies for the overall development of the work of building CBR and CBL across DIT and in partnership with communities (unlike some other Science Shop structures this advisory board does not advise on the detail of individual CBR projects, but on the overall development of this work). The following were identified as the terms of reference for Advisory Group:

- Advise on SLWC plans – including new initiatives, funding opportunities, strategic direction within DIT and in relation to community partnerships etc.
- Advise on policy papers.
- Advise on promoting SLWC in DIT and in communities, as relevant.
- Provide guidance on any issues that may arise.
- Meet twice a year, with the possibility of a third meeting being called if deemed necessary

Our initial advisory board had the following membership:

- Two representatives from the SLWC Programme management: the Community Links (now Access and Civic Engagement Office) Manager and the Director of Academic Affairs (now Student Services)
- Two SLWC programme staff
- Two SLWC Programme funder representatives
- Two champions among academic leadership: one Faculty Director and the Head of Learning and Teaching Centre
- Six academic staff representatives: one lecturer from each Faculty with experience in CBL/CBR (we e-mailed each Faculty Director with a list of names of people in the Faculty experienced in this work, and asked them to invite one to represent the Faculty)
- One administration staff representative
- Two CSO representatives (from well-established collaborations) – one advocate for road safety, and a disability support organisation.
- Three student representatives (including the President of the Students Union)

As the work has evolved we have added some new representatives, including the DIT library staff member with responsibility for our digital repository (helpful for disseminating CBR results), two additional CSO representatives (a youth club and an after-school project, and the road safety unit has been replaced by a local sustainability project, and the disability support group has been replaced by a development NGO). We also added a postgraduate student representative (it has been challenging to recruit undergraduate students for more

than a semester), and also a representative from the DIT Foundation (philanthropy) – to advise us on fundraising. Finally, we invited two colleagues from one of our PERARES mentor institutions to join the board. Although there are over twenty members of the board, at our meetings (three per year now) we have an average of about twelve attending, as they are all busy people, and attend when they can.

Our mentoring experiences have been extremely positive, we have had ongoing support from colleagues in Queen's University Belfast, both at our advisory board meetings and through regular meetings/phone calls. Partly as a result of the mentoring and increased contact with other Irish colleagues in PERARES, we were involved in co-founding the Irish Network for Community-Engaged Research and Learning (INCERL) in 2012. INCERL is a network for coordinators of science-shop type structures in Ireland, north and south, to support and collaborate with each other in this work. Although it has no funding, it has eight member institutions, and meets several times a year. INCERL meetings have led to several collaborative presentations and publications between members.

We have also enjoyed very positive experiences with our colleagues in the Danish Technological University. We had a particularly fruitful mentoring visit from them in summer 2012 when we were working to develop our first Strategic Plan for SLWC. A full day of brainstorming and dialogue really helped us to develop our thinking and learn from each other.

Finally, we enjoyed peer mentoring from our colleague in the new Science Shop structure in Cambridge University, who spent a day with us sharing ideas in summer 2013, and helped to reinvigorate us in our work.

Pilot projects (see appendix 3 for details) ranged from undergraduate class groups working on applied research projects to individual PhD students being co-supervised by community partners. The level of collaboration between student and community on each research project varies. The students always develop the research as part of their course, are supervised by their academic tutor and get credits for the work. There is no financial remuneration involved. Staff do not take part in the research themselves, unlike some other Science Shops.

We recruit lecturers and students to CBR projects in several ways:

- We work with lecturers already working with their students and community partners on CBL projects to see whether there might be scope to build a CBR project into the same programme in a later year (e.g. final year thesis)
- We circulate lists of research questions from community partners in their discipline areas to all interested lecturers at critical times of year (September, January, and May/June), and offer to meet them to discuss these if they are interested.
- We present on CBL/CBR to new lecturers taking the Postgraduate Diploma in Learning and Teaching (which is mandatory for new lecturers), giving them a workshop to introduce them to CBL/CBR and to get them thinking about how they could adapt one of their modules to use this approach.
- We advertise research questions from community partners on our website under broad themes, so that final year undergraduate or postgraduate students can apply to us



directly, and we advertise this webpage in the DIT student journals (we have application forms, CBR process maps, etc., on the website<sup>10</sup>)

We offer to set up an introductory meeting with any lecturer and community partner who have a common interest in a research project, where we introduce them, and facilitate a conversation to establish their respective interests, and how a CBR project with the lecturer's student(s) might sit at the intersection of those interests. We fill out a timeline agreement form together, including everyone's contact details, the broad outline of the project, key contact dates, and a short intellectual property agreement (if an individual student is present, e.g. for a thesis/dissertation project, as DIT students own their own intellectual property), as well as plans for dissemination of the work. We then scan and e-mail the agreement to all those involved, and we hand the project over to them at that stage, but remind them that we are available to offer support at any time. Once the project due date has passed, we contact all parties to get a copy of the finished work, and permission from everyone to put it on our website<sup>11</sup>.

Dissemination of CBR project outcomes happens in two main ways currently. Firstly we put the finished research output on our website<sup>12</sup> and also on the DIT digital repository<sup>13</sup>. This has been a very effective way to disseminate the research results, as over 1,000 full-text downloads of reports on research by DIT students with community partners took place in 2013. One report, an analysis of road safety and older driver behaviour, by a Master's student in environmental health, in collaboration with the Garda Road Safety Unit, had 488 downloads. Two other reports, a comparison of road safety behaviour of rented Dublin Bike users with that of owner cyclists (also with the Garda Road Safety Unit), and a study on shopper travel behaviour in Dublin city centre (in partnership with the Irish Environmental Network and Dublin Cycling Campaign), had over 100 downloads each.

The second way we disseminate this work is through posters which we encourage lecturers to produce on their CBR projects (using a template which we supply). These posters are created by DIT academic staff members engaging their students with communities through community based learning and or community based research and were exhibited as part of Innovation Dublin 2010, 2011, and 2012 and some were exhibited as part of DIT Science Week, and DIT Designing With Communities exhibitions for Design Week, in 2010, 2011, 2012 and 2013. They were also picked up by the Innovation Dublin team, who invited us to send them in to be displayed permanently on their website<sup>14</sup>.

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<sup>10</sup> <http://www.dit.ie/ace/slwc/caniseecurrentideasfromcommunitiesforprojectsresearch>

<sup>11</sup> For more information on this process, see two articles that we have co-written, one with a colleague in UCC, and one with a CSO partner from AONTAS: <http://arrow.dit.ie/comlinkart/7> and <http://ojs.aishe.org/index.php/aishe-j/article/view/140>.

<sup>12</sup> <http://www.dit.ie/ace/slwc/wheracanifindtheoutputsfromcompletedresearchprojects>

<sup>13</sup> <http://arrow.dit.ie/comlinkoth>

<sup>14</sup> <https://www.flickr.com/photos/innovationdub/sets/72157635156506856>

In addition, DIT staff (from SLWC and academic staff) and community partners present at conferences and publish papers on their CBR work. A list of SLWC staff presentations and papers can be found at our website<sup>15</sup>.

### 3.6.2 Current situation

As explained above, the Programme for Students Learning With Communities is the Science Shop-type structure in DIT, and it is based in the Access and Civic Engagement Office, in DIT's Directorate of Student Services.

As can be seen from appendix 3, our CBR projects take in a wide range of disciplines, most of which are applied, in keeping with DIT's focus on technology and links with community/industry. DIT has four Colleges: Arts and Tourism; Business; Science and Health; and Engineering and Built Environment. At undergraduate level, CBR projects have run in disciplines including: Manufacturing and Design Engineering; Early Childhood Education; Electrical/Electronic Engineering; Product Design; Visual Communications; Interior and Furniture Design; Chemistry.

At postgraduate level there have been projects in disciplines including: Public Relations; Law; Environmental Health; Information Technology; Sustainable Development; Child, Community and Family Studies; Higher Education; Professional Design Practice.

At PhD level there have been four projects, one of which has been completed: two in Social Care, one in Law, and one in Product Design.

Our community partners/CSOs for these projects range from environmental organisations to disability/patient support organisations to development organisations to educational organisations – see appendix 3 for details.

Due to funding cutbacks in 2011, SLWC staff numbers have been reduced to 1.3 whole-time staff. These staff are now sustainably funded from DIT income, with both staff having contracts of indefinite duration. This sustainable funding was secured by the manager of the DIT Access and Civic Engagement Office putting forward a sustainability plan for the whole office (including SLWC), aligning posts with relevant DIT Strategic Goals and with relevant income streams, to DIT senior management for approval. SLWC staff also were involved in two further FP7 Science in Society funding calls, but unfortunately neither of these was successful. SLWC are now considering applying for Erasmus+ funding as a means to develop some of the collaborative and mentoring work with colleagues across the EU, which was started through PERARES.

As discussed above, our website ([www.dit.ie/ace/slwc](http://www.dit.ie/ace/slwc)) is used to disseminate research findings from CBR projects, as well as promoting work by DIT students and community partners, and SLWC staff publications. It also provides introductions to CBL and CBR for academic staff, students and community partners, explains how we can support them in this

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<sup>15</sup> <http://www.dit.ie/ace/slwc/wherecanireadmoreaboutstudentslearningwithcommunities>

work, and outlines the processes involved (such as the CBR process<sup>16</sup>) – it also offers databases of live CBR project ideas from community partners, which lecturers and students can search if they would like to work on a collaborative project in their discipline.

### 3.6.3 The future /advice for others

Through a combination of circumstances and ongoing work, we have been fortunate to have secured funding for 1.3 full time staff on a sustainable basis. This is in large part due to hard work by the manager of the DIT ACE Office, and to strong support for this work from the Director of Student Services, as well as general support for our work at a high level in DIT. This is also due to CBR being embedded into the curriculum in many programmes in DIT by the many lecturers who supervise their students in this work. This embedding demonstrates how sustainable this approach to CBR is, and we have been able to argue that CBR projects are enhancing the delivery of the learning outcomes in the curriculum across DIT, as well as fulfilling DIT's civic engagement remit.

We have found it essential to become involved in policy development in order to further our work. This has taken the form of making regular submissions on, and volunteering for working groups engaged in, institutional policy development, in particular the Academic Quality Enhancement Handbook, which sets out the processes and documentation needed for College, School and Programme reviews, as well as validation of new programmes. Being nominated to key subcommittees of Academic Council by our Director (such as the Student Experience Subcommittee and the Learning Teaching and Assessment Subcommittee) has also given us the opportunity to contribute to key DIT documents and strategies, and to meet new colleagues who might be interested in this work. By submitting to include references to community partners and curriculum-based collaboration with communities, we have helped ensure that this work is embedded across DIT, so that the support provided by our Science Shop structure becomes essential to the work of DIT.

We have also been involved in the development of other policies and strategies, from DIT's Widening Participation Strategy to the Student Engagement Strategy, as well as making submissions to the National Strategy for Higher Education review group. We would recommend this approach to anyone starting up a Higher Education-based Science Shop – embedding it in the curriculum, and influencing institutional and national policy to support this work. We have been greatly influenced in this approach by our mentors from Queens University Belfast, whose guidelines on how to influence policy are another useful output of the PERARES project<sup>17</sup>.

At a more hands-on level, we have found running networking events very useful, as they allow lecturers and community partners (and occasionally students) to meet and share ideas, and see if they have common interests to develop projects. We used to run four lunchtime 'practice groups' a year, which offered lunch and also workshops on different topics, but as workloads have increased and staff cutbacks have taken effect, we have found

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<sup>16</sup> See <http://www.dit.ie/ace/slwc/caniseecurrentideasfromcommunitiesforprojectsresearch>

<sup>17</sup> See PERARES Deliverable 7.1 for more information on embedding Science Shops in HEI-strategy: <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/12/D7-1-Handbook-of-Models-of-CE-Strategies-in-HEIs-19.12.13-overall-report-FINAL.pdf>

a reduced demand for these. Our annual three-day summer school (in June just after exam board meetings) has been very popular, offering lecturers and community partners of all levels of experience the opportunity to meet and learn together, with sessions such as partner-matching, sharing experiences, workshops on communication styles and facilitation skills, and a half-day introduction session to people new to CBL/CBR. In 2014 we piloted our first one-day Winter Workshop, in January before teaching re-starts, and that was also a popular event, attended by over twenty lecturers and community partners. These networking events are vital in building a community of practice around CBL/CBR.

We have also found that supporting Community Based Learning (CBL) as well as Community Based Research (CBR) has led to more CBR projects being started by lecturers who have built up good relations with their community partners through CBL projects, and have then sat down together to see whether relevant research projects could be done by final year students for their thesis/major project. We would urge any new Science Shop to consider supporting both CBL and CBR, as they are so complementary, and offer two different ways for students to support the work of community partners through curriculum-based collaboration.

### Contact:

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## 3.7 Israel: The Heschel Centre for Sustainability

The Israeli project, its character and outcomes, could best be understood as a journey, which has progressed from a personal journey of the project coordinator to connect with a broader network of people with similar interests (though different aims). This is important for two main reasons. First and foremost, to understand that the many choices made and avenues pursued are particular to the context in which this project developed. Second, to understand that the project has an informal history that must be taken into account. This history includes a familiarity with the Science Shop concept since the 1990s, a connection with the Living Knowledge Network since 2005, participation in the Summer School at the 4<sup>th</sup> Living Knowledge conference at Belfast in 2009 followed by visits to the Bonn Science Shop and the Wageningen and Utrecht Science Shops in the Netherlands. The PERARES project provided an opportunity to promote the Science Shop concept in Israel in a formal way, under the auspices of an EU funded project and with funding to conduct activities.

The **Heschel Centre** is a civil society organization dedicated to building a sustainable future for Israeli society - environmentally, socially and economically - through education and reflective activism. It is at the forefront of developing the concepts and framework to lead Israel towards a sustainable future. The centre's strategies include training and networking leaders who will promote and implement sustainable ideas and practices. They combine the ideas and this dynamic network into concrete change at every level from the local to the national and even the global. It is a medium-sized organization by Israeli standards and has around 20 members of staff in full and part-time positions.

The Heschel Centre hosts the Israeli part of the PERARES-project that led to the Gateway to Community Engaged Research<sup>18</sup> ('the Gateway' in what follows), as it is committed to help graduates of its leadership program develop their ideas (in this case, the project coordinator). The Centre is not a research institute and the focus of the project, therefore, was not setting up a Science Shop at the Heschel Centre but, rather, building up a network of CSOs, academics and practitioners in the fields of environment, environmental health and sustainability interested in community engaged research.

### 3.7.1 Steps taken to set up the Network

#### Feasibility study

A study of the feasibility of Science Shop Type Initiatives (SSTIs) was conducted between October 2010 and January 2011. The summary of the findings is as follows:

- ❖ The 'playground' of community engaged knowledge creation in Israeli academia is not empty. There are various existing models of academy-CSO cooperation (law clinics, courses that include an element of community engagement, planning labs,

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<sup>18</sup> The acronym of the project in Hebrew is 'Amana', which means 'convention' and used in the Hebrew translation of 'social contract'. Hence the name carries the extra meaning of a social contract with the slogan: 'because the knowledge society needs a social contract'.

student internships, activist researchers, etc.). However, some of these have no formalised structure (courses, activist researchers), are limited to the academic year (courses, some internships, some clinic work) and generally suffer from lack of sufficient funding, limited recognition for non-standard course structures and lack of proper academic accreditation for student work done for CSOs. Lack of credit for academics involved and sustainability issues are further challenges. Furthermore, while many academic institutions are committed to 'community outreach'<sup>19</sup>, there is limited interface with the institution's research creation role, and there is often little to no dialogue between the academic and the community outreach staff.

- ❖ There is 'demand' for research among CSOs, though some are sceptical about the applicability of research produced in academia. For many CSOs, short, policy-oriented reports summarizing existing knowledge are preferable. At the same time, with targeted questions, the more established CSOs are able to articulate long-term research demands (at least two years ahead and thus suitable for a Masters' thesis in Israel). Unfortunately, CSOs cannot guarantee budgets to implement the research findings so far ahead.
- ❖ On the 'supply' side, there is research potential among Masters' students. However, there is a significant problem finding suitable supervisors, a problem which is linked to limited funding, for students and/or research, especially in the natural sciences. Due to the long-term nature of the research (2-3 years), supervisors are wary about taking on students without guaranteed funding.
- ❖ There is also some scepticism about CSOs as research partners, especially among natural scientists, due to what they perceive as CSOs' lack of objectivity, ideological as opposed to science based claims and, often, abuse of scientific evidence. The feasibility study identified the potential for SSTIs in the Israeli context, and particularly in the field of the environment. However, it did not offer ways to set up such initiatives from outside the university and with a limited budget. Thus, an emphasis was put on seeking out partners.

## Identifying partners

Lessons were learnt from a previous attempt to set up a SSTI in Israel in the 1990s<sup>20</sup>, where a CSO funded research for CSOs, independently of academia. Lacking a source of long-term funding for such research, this model did not prove sustainable. Seeking academic partners, networking and coalition building were identified as alternative routes to proceed. To this end, most of the work done in the first two years of PERARES, including the pilot projects and mentoring visits, was aimed at building partnerships and examining various models for doing Science Shop work in the Israeli context.

Some potential partners approached were the Campus-Community Partnership program, the Israel Society for Ecology and Environmental Science, a capacity building CSO, a school for environmental studies, and several university departments. Later in the project, the potential of social involvement units at universities as partners was considered, as well as 'Green

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<sup>19</sup> Community outreach here pertains to educational and social programs operated by the university to involve students in community issues.

<sup>20</sup> See Mulder et al, 2001: [www.livingknowledge.org/livingknowledge/wp-content/uploads/2012/02/wp2-so.pdf](http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2012/02/wp2-so.pdf), page 50-53



Campus' initiatives. More recently, the search for partners had turned also to organisations, research institutes and academic centres interested in action research. Some of these overtures led to discussions, a joint proposal or even a project. Not all developed to a partnership. However, working in partnership remains a key action principle for the Gateway.

### **Pilot projects**

One Science Shop style project was done as show case pilot, in the Beduin town of Tel-Sheva in the South of Israel:

In response to concerns in the town, a project was formed with the CSO 'Physicians for Human Rights' and a Ben Gurion University professor in the Faculty of Health Sciences. A pair of undergraduate students, in a course at the Department of Politics and Government at the University helped to conduct a survey of morbidity and mortality in neighbourhoods within 20m from a high tension wire (EMF fields).

As a result of this cooperation a new course was started in the Department of Politics and Government in 2012 on the right to health and environmental justice, involving student work with CSOs and funded by the Council for Higher Education. The survey process was continued in the first year of this course and the results then analysed by the professor. However, the results were not conclusive and the CSO involved is now attempting to advance the case via a different angle.

The pilot was facilitated by the Gateway project coordinator first using PERARES funding and later in her additional role of course coordinator. However, the course did not (and still does not) have a long term source of funding. Furthermore, depending on a university professor volunteering his time is not a sustainable way to conduct community engaged research.

A few more Science Shop-style projects were run in a later phase of the project (see Appendix 3).

### **To further advance networking, a thesis fair was organized at an Israel Society of Ecology and Environmental Sciences conference**

The fair took place as part of the 2011 annual conference of the Israel Society of Ecology and Environmental Sciences (ISEES). Eleven CSOs sent representatives. The CSOs provided questions and information on the organization which was put in a file on the ISEES Internet site. Students in environmental studies programs were approached via the departmental secretaries.

The fair was a joint pilot with the ISEES contributing an Intern to carry out a preliminary survey among Masters' students and to organize the fair. The Gateway interfaced with the CSOs and provided additional funding for overall costs.

While the ISEES was willing to host such events in future conferences, it is still not clear how to overcome the structural problems matching CSOs' research needs and researchers (specifically supervision and research funding). One means identified was offering small

scholarships to students involved in Science Shop research. However, to date, a source of funding has not been identified.

The pilot project and the thesis fair illustrated both the potential and the challenges for SSTIs in the Israeli context addressed in the feasibility studies, specifically, the need for sustainable funding sources and the involvement of university researchers. While the ISEES, as a professional organisation, can network among researches in field of environment, it lacks the resources to fund such research. Inevitably, to facilitate Science Shop type research you need a university based Science Shop and the resources to fund the research.

At the same time, the pilot project and the thesis fair did serve to show the important role an actor outside the university can play in introducing innovative ideas and even introducing a new course as was the case in the Ben Gurion University. In the long term, both should be perceived as 'seeds' for future projects and partnerships.

### **Advisory Board**

The advisory board was set up, composed of people with an interest in SSTIs either connected to other networks at the Heschel Centre, or identified during the feasibility study and pilot projects. It includes the professor involved in the pilot project and a lecturer in the school of public health at another university, as well as a post doctorate researcher at a third university. It also had representatives from two CSOs: an environmental CSO working in the North of Israel and a capacity building CSO working throughout the country with various community based organisations. This was not a 'board' in a formal sense, and others interested in promoting SSTIs were also invited to contribute.

However, as it evolved, it became clear that what the project needs is not an advisory board, but a core group of people who will take on roles promoting network activities. This is something which the Gateway has yet to achieve.

### **Mentoring visits**

The mentoring visits carried out during PERARES contributed significantly to growing the network for promoting SSTIs in Israel, by setting up meetings with new potential partners and some events at university departments where initial connections existed. The first mentoring visit was by the PERARES project coordinator, Dr Henk Mulder, in November 2011, and included a public lecture at the Heschel Centre, which garnered a lot of interest. The second visit was by the DTU partner, Dr. Søsner Brodersen, and included a workshop, which contributed to network building.

### **Dissemination**

Dissemination during the project was intricately connected to networking. In some events the project was presented formally, usually in the form of a poster. However, much work was done by attending conferences: in relevant scientific areas (environment, environmental health, sustainability), on community-university partnerships, on science communication, on citizen science, on qualitative research methods, etc. These opportunities were then used to



identify relevant people, introduce the concept of Science Shop research in one-on-one discussion and hear about relevant work they are doing.

### 3.7.2 Current situation

The Gateway continues to be hosted by the Heschel Centre at least for the duration of the PERARES project. It operates on a national level, engaging with researchers and CSOs from all around the country with a specific focus on the areas of environment, environmental health and sustainability. It is currently financed by the remainder of PERARES funding, which pays for a minimal number of hours for coordination work and for additional activities, such as networking events. While originally the project was linked to the leadership aspect of the Centre, mentorship and advice are now provided mainly by the person in charge of education and community.

The action plan for the Gateway set three strategic goals for the project:

1. To facilitate networking between all those engaged in making academic research capabilities accessible to CSOs.
2. To promote Science Shop type initiatives and community based research in Israel.
3. To facilitate research and knowledge creation based on requests from CSOs.

#### a) Networking

Networking continues to be the main goal of the Gateway, as the greatest resource to be mobilised is the knowledge of the people involved. To date, two annual meetings have been arranged to facilitate networking and learning from each other's experiences. The challenge is to continue active networking beyond these meetings with minimal coordination (due to limited personnel hours available).

An online platform was designed to contribute to this end, but many technical problems arose and it is currently being redesigned on a different platform. The aim of the platform is to both facilitate the sharing and exchange of knowledge resources, including a space for CSOs to put up issues for research and for course and project coordinators to advertise relevant student projects. In the interim, information is passed on via the coordinator via an e-mail list. For special events such as the Living Knowledge conferences, other e-mail lists are employed, such as the Campus-Community Partnership list<sup>21</sup> and the Social Science Researchers' list.

#### Promoting new SSTIs

The Gateway is the Israeli contact point for the Living Knowledge Network and one of its main goals is to assist new SSTIs with information and connections to relevant Science Shops in Europe. During the period of the PERARES project the following activities were conducted:

- Advising on the formation of an SSTI at the Holon Institute of Technology in the follow-up to Henk Mulder's open lecture in November 2011. The college then applied

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<sup>21</sup> The community-academy partnership is an initiative that exists for over a decade. They used to provide funding for courses that have an element of community involvement, but now the Council for Higher Education provides funding. Their activity over the last year or so has been low key, but they used to have a yearly conference and occasional meetings and they still send out announcements, though it is not like a public e-mail listserv. It is not really a 'network', though it had the potential.

for funding from the Council for Higher Education for a social project and set up an SSTI. They were also encouraged to present their work at the 6<sup>th</sup> Living Knowledge Conference in Copenhagen in April 2014. Their funding is for one year currently.

- Support for the initiation of a small pilot of an SSTI in a local university set up in cooperation with the capacity building CSO on the Gateway's advisory board. The Gateway's contribution in this case was knowledge exchange during Henk Mulder's visit (which included a talk at the university) and facilitating the participation of the relevant CSO representative in the 5<sup>th</sup> Living Knowledge Conference in Bonn and the preceding Summer School. Another representative from the CSO involved in the project attended the 6<sup>th</sup> Living Knowledge conference and the preceding Summer School.
- In the follow up to Henk Mulder's presentation at a school for environmental studies at an Israeli university the Gateway coordinator provided some additional information on Science Shop work in the Netherlands.
- A group of students from the same school approached the Gateway coordinator at a later date about setting up a SSTI and received information translated into Hebrew. A meeting was set up during which the Gateway coordinator shared advice based on activities to date as well as lessons shared by other PERARES partners setting up new Science Shops.

The goal of promoting SSTIs is not only reactive and pertains to setting up small scale initiatives when the opportunity arises. To date, the main achievement has been the course at Ben Gurion University described above. Since the funding for such courses is decided each year, the course has been funded for only two out of three years in the 2012-2014 period and its long-term sustainability is an recurring issue.

## Facilitating research

The goal of facilitating research remains the most challenging. Various attempts have been made to bring research questions to academic events via a poster or a suggested conference session, but even when accepted by conference organisers, these did not prove a productive means to an end. Applications to various Internship programs for interns to do Science Shop work proved unsuccessful. Creating an online question bank for CSOs encountered technical problems and also proved difficult to promote without a Science Shop to facilitate research. It is difficult to encourage CSOs to spend time outlining potential projects, when one cannot promise the research capacity to address the questions. Ultimately, while there is CSO demand, and student interest, finding a supervisor depends on research funding, and the Gateway lacks the resources to locate the relevant funding, even when it potentially exists.

### 3.7.3 The future

This project was described before as a journey, one that involved a significant amount of reflection and learning. In view of the difficulty in matching knowledge needs from civil society and research capacity in academia, the last year of the PERARES project was dedicated, among other things, to learning about methods that could enable CSOs to create the knowledge they need and for CSOs such as the Heschel Centre, which see the importance of knowledge development, to generate the knowledge they need using more

action oriented and participatory methods. To this end, the Heschel Centre has proceeded with a pilot using a method for 'learning from success' which, if successful, may generate interest in other methods and, in the long term, build the capacity to do Science Shop work by different means.

In the short term, the main focus of the Gateway is to continue building up the network of CSOs, researchers and practitioners, to a point that it is more sustainable, both in terms of self-organisation and including network activities in various proposals by organisations other than the Heschel Centre. Specifically, the new version of the online platform currently being developed will hopefully facilitate the exchange and pooling of resources.

Both these aims – creating research capacity within CSOs and networking for community engaged research – can be extended beyond the current focus on environment and sustainability to other social issues and in cooperation with other, and larger, organisations. Neither the name of this project or its structure, prevent this.

### Key points of advice from the project

- If your interests lie in the research traditionally facilitated by Science Shops you should set up your Science Shop with a university or a research institute. It is very difficult to support or even facilitate academic research outside universities.
- Try to work in partnerships. You may not be able to take individual credit for the results, but you can pool your resources and often reach a larger audience.
- It is the nature of networking that it is frequently difficult to connect actions and consequences. It is sometimes best to view actions as 'spreading seeds', which can sometimes bear fruit in unexpected places.

### Contact details

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Gateway: <http://amana.hakaveret.org.il/> (under construction, launch in Sep 2014)

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## 3.8 Italy: University of Sassari

The University of Sassari is a public university which operates on the island of Sardinia, in the middle of the Mediterranean Sea. Within our University, the FOIST Laboratory for social policies and educational-training processes was founded in 1977 by sociology professor Alberto Merler. FOIST's foundation is thus curiously contemporary to the first Science Shops experiences. Also, its inspiring principles are very similar to those that are at the basis of the Science Shop movement. In fact, since its very foundation, FOIST has worked as an operational structure open to both academic and non-academic users: its main activities concern promoting and running participatory theoretical and empirical research with a strong engagement in positive social intervention. Participatory methods are used to conjugate research with the promotion of civic participation, solidarity building and community resources activation.

Building on such a long experience, the team of tenured and non-tenured researchers working at FOIST felt the need for new possible developments, notably in order to deal with the growing complexity and cumbersomeness of university's bureaucracy and to build more stable connections with CSOs. We felt we needed to move forward and explore new paths, also building on the experience coming from long existing Science Shops' mentorship. Comparison with other experiences and mentorship has been one of the key factors that showed crucial for us to actually work out this new adventure.

### 3.8.1 Steps taken to set up the Science Shop

We wanted to move forward and we shared some ideas about it, but we needed to formulate a final objective more clearly and set a path in order to reach it. Thus, according to PERARES Work plan, our first steps were taken to elaborate a Feasibility study of a Science Shop to be.

#### Box 1. Sources of data on potential demand

- Previous regional research on third sector
- Ongoing research on social policies
- Secondary data
- Survey pilot
- Exploratory meetings with potential partners

#### Box 2. Potential demand

- 1) Improving the knowledge base for research based social policies
- 2) Evaluation of public policies
- 3) Evaluation of service supplies by both Public Administrations and CSOs
- 4) Life-long learning and professional training for social workers and CSOs' professional

In order to identify potential demand, we built upon previous research we ran concerning Third sector and social policies in Sardinia. Also, we relied upon official statistics. A survey

pilot has been run on knowledge needs of CSOs in the city of Alghero, in the north of Sardinia. Data sources and results concerning potential demand are summarized in Boxes 1 and 2.

Potential demand had to be related to potential research capacity. In that respect, we decided to value the key positioning of some of FOIST's members within the BA, MA and PhD courses in Social work, Social policies and Social research. A way to formally and practically institutionalize students' engagement was thus needed. A whole new chapter in MA Course's bylaw was introduced in order to do so. More skilled research capacity would come from junior researchers (non-tenure and contracted personnel) and senior researchers (tenured university personnel).

The identification of potential demand and potential research capacity was restricted to the area of Social sciences. In fact, our limited "political" strength and strategic positioning within the University of Sassari brought us to elaborate a step by step strategy which would build on a small manageable scale within an area that we know well and that, in case of success, could eventually lead to further developments to other disciplines.

In order to draw up the foundations of an ideal organizational structure, several activities were run. Two relevant underlying logics that guided our work towards the creation of a Science Shop to come can be identified: sharing seminal ideas and building trust.

1) Sharing seminal ideas. Mentoring by PERARES partners, comparison with their experience and further networking (see below) was a primary factor throughout the whole process that assisted us in order to build possible scenarios and to share practical tools and procedures among the initial core team and potential partners of a Science Shop to come..

2) Building trust. Several exploratory meetings with potential partner CSOs have been run. The relevance of exploratory meetings not only resided in working on practical hypothesis of a Science Shop to come, but also in building trust and a sense of belonging to a common project that are essential for the kind of venture we were all embarking on. On more practical issues, exploratory meetings were convened aimed at discussing the potential advantages and disadvantages of creating a Science Shop inside or outside of the University of Sassari, be it totally new or as a transformation of existing structures. Discussion was supported by benchmarking with other Science Shop-experiences that were identified as similar to the ones we were speculating about. In order to do so, six entities/organizations were identified which could be adopted as practice benchmarks for our next steps. Existing documentation and information was gathered in order to benchmark our hypothesis against five dimensions: 1) position in respect to university; 2) staffing solutions; 3) office location; 4) pros; 5) cons.

Mentoring (see below) and exploratory meetings, along with benchmarking, led to the elaboration of a Feasibility study based on analysis of four issues: demand, supply, structure of science-shop-to-start and funding. Different options and possibilities were discussed with dr. Mulder of Groningen University during his mentoring visit, and also with PERARES partners during periodical meetings. A prospect was therefore built up considering those four analytical issues in connections with the possible organizational option (internal to university, external or mixed internal-external).

## Partnership and Advisory Board

Potential partner CSOs (see Box 3) were identified based on previous collaboration and partnership with FOIST. Not all potential partners knew each other so well. Two of those CSOs are “umbrella organizations”, because they are tightly connected to many regional, national and international subjects.

After several meetings, a provisional structure of the Science Shop to come was identified with an Advisory Board, with two university members, and four CSO members identified by the partners. Daily affairs to get the pilot projects working were managed thanks to PERARES funding and by relying on FOIST resources. Other partners also agreed in giving their contribution in order to get some of the practical work done.

### The Business Plan

Following the Feasibility study a Business Plan for developing “a new model of interaction between academia, civil society organizations, public organizations, and civil society in general” was elaborated working on two action lines: 1) building and sharing a common vision and 2) building a strategy.

#### Box 3. Potential partners for a Science Shop to be in Sassari

- 1 Social and cultural promotion federation of associations (umbrella organization)
- 1 Social promotion association (umbrella organization)
- 1 Social promotion association
- FOIST Laboratory (University of Sassari)
- 1 Social cooperative

1) Building and sharing a common vision. A Scenario workshop<sup>22</sup> was run with partners in order to better focus ideas and the potential scenarios connected to each hypothesis under discussion. Following the Scenario workshop a hybrid/mixed kind of Science Shop to come was identified as the best possible solution for our situation. It would be operated by both academics and CSOs' members and it would be external to university.

2) Building a strategy. A Swot analysis was also run in order to understand possible pros and cons of the envisaged solution. The second stage of the Scenario workshop as well as the results from previous benchmarking activity were also useful at this stage.

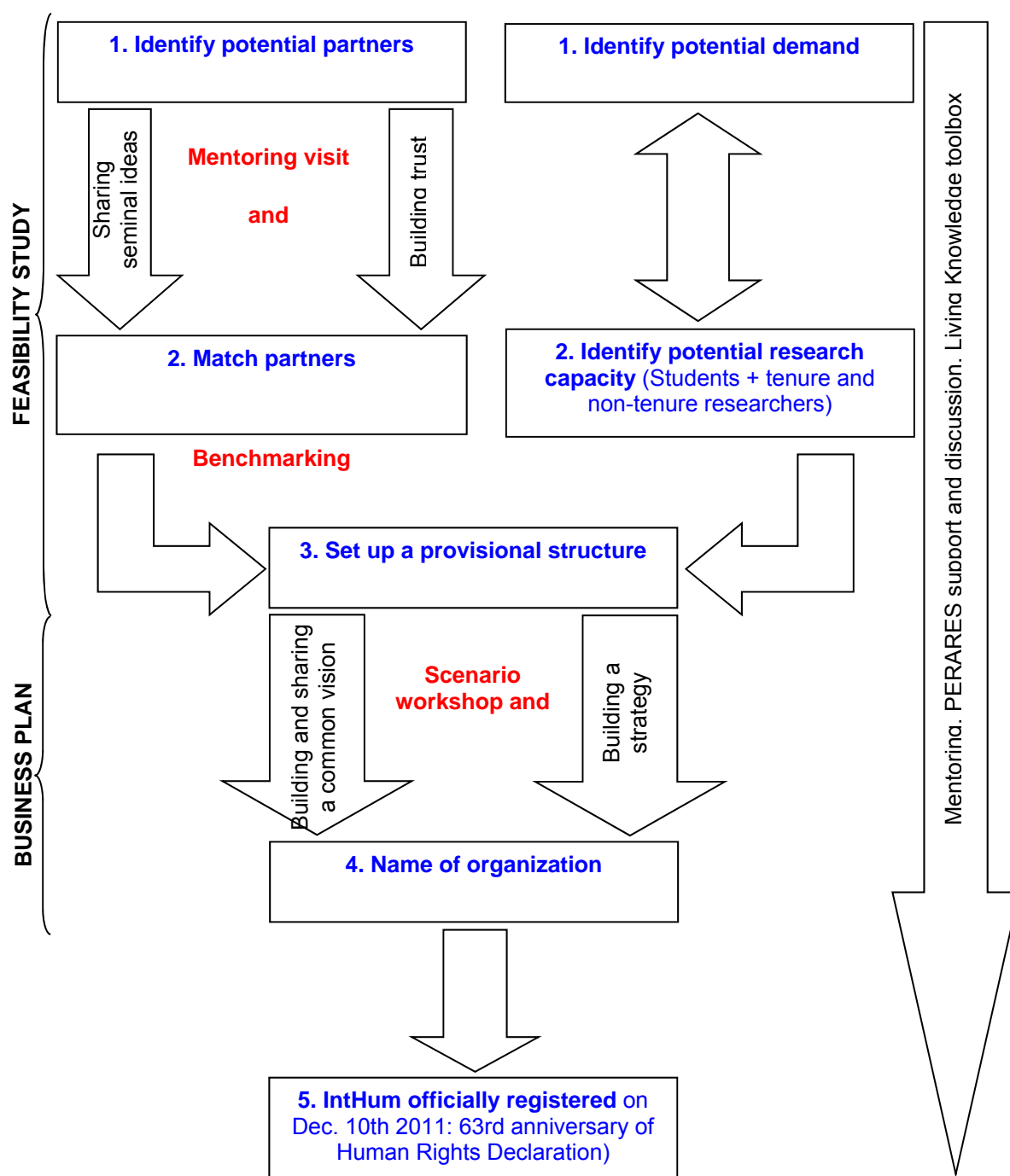
According to such premises, a decision has been taken to create an Association for social promotion called "IntHum – Intercultural laboratory for research and promotion of the Human condition", composed of individual members, at least initially, coming from our local partners.

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<sup>22</sup> See the SCENARIO WORKSOP TOOLKIT [www.livingknowledge.org/livingknowledge/wp-content/uploads/2011/11/Toolkit-Scenario-Workshop.pdf](http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2011/11/Toolkit-Scenario-Workshop.pdf) and the Guide to organizing scenario workshops to develop partnerships between researchers and civil society organisations: [www.livingknowledge.org/livingknowledge/wp-content/uploads/2014/01/D03-1-perares-244264\\_organizing-scenario-workshops.pdf](http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2014/01/D03-1-perares-244264_organizing-scenario-workshops.pdf)

IntHum's development strategy that was defined in the Business plan upon three main pillars: infrastructure, activities, networking. Each pillar is analysed in the Business plan as to Expected results, related Actions to be undertaken and Indicators to assess them, as well as possible Costs and Funding of each set of actions. A Gantt chart was elaborated in order to distribute programmed actions within a three-year time frame.

Figure 3.8.1. A flow chart of main steps (in blue) and activities (in red)





## Mentoring, networking and training

As said, mentoring was crucial for us throughout the whole process. The mentoring visit by PERARES project coordinator Henk Mulder gave the occasion to clarify practical issues, profit from wide and long lasting knowledge and expertise, but also to strengthen the sense of belonging to a wide relevant and innovative movement for all the participants in our local project. The mentoring by dr. Mulder was very useful in order to build and share ideas about structuring the Feasibility study.

Periodical PERARES meetings proved also very useful as they were always structured in order to give room for discussion of hypothesis, confrontation of experiences, operational indications etc. Phone, e-mail and on-line support through the Living Knowledge website and the Toolbox for Science Shops<sup>23</sup> proved of the utmost importance. LK Conferences were crucial occasions for learning, sharing and testing ideas and projects. LK Communication tools (Discussion list, LK Newsletter and Magazine) proved very important for idea development and sharing.

## Pilot projects

The Study Courses in Social Work and Social Policies (BA, MA and PhD) and the FOIST Laboratory are actively involved in the actions planned by IntHum.

Within that framework, some 15 pilot projects have been started according to the operational model adopted by Science Shops. Accordingly, a framework has been established and included in official regulations of the Study Courses in Social Work and Social Policies. Science Shops like activities performed by the students have been called Service thesis (see list in Appendix 3).

The Service thesis provides a knowledge service to different organizations (government agencies, associations, third sector organizations, etc.) or private citizens. Research topics are identified according to students cognitive interests and abilities, following demands emerging from civil society actors.

A "Research Agreement" is negotiated between partners and signed. Our specific form of Research agreement has been elaborated upon models derived from the Living Knowledge toolbox. In the whole process, IntHum acts as intermediary between university and CSO.

Since 2010, two BA projects (thirty students), eleven MA projects (eleven students) and two PhD projects (three students) have been run or are presently running as pilot projects (see Appendix 3 for details).

## Dissemination/publicity strategies

On May 3rd and 4th 2011, the Conference on "The University for territory and development" was organized in Sassari by the FOIST Laboratory also in collaboration with partner CSOs.

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<sup>23</sup> <http://www.livingknowledge.org/livingknowledge/science-shops/toolbox>



At the end of the Conference, the Charter of Sassari for a Community-University alliance<sup>24</sup> was elaborated and endorsed by the Rector of the University. The Charter represents the synthesis of our proposals for strategic action to be undertaken by the University itself, and relevant stakeholders, notably CSOs, and local administrations.

Dissemination of activities and studies has been done notably through participation in conferences and seminars. IntHum organized a Summer school on partnership and collaboration between research and civil society. The summer school on “Ricerca, formazione, società civile” took place in Sassari on October 3-5 2012 and was open to Partner-CSOs’ members, but also to students and to researchers both from the University of Sassari and elsewhere in Italy and Europe. Lecturers came from Germany, Italy, Portugal and Tunisia. The seminar took place after an international conference “Civil society organizations in the Mediterranean Area. Societal role, challenges, dynamics”, which was organized with the logistic support of IntHum and served for dissemination and promotion of IntHum and the PERARES Project at large. Both the Summer school and the international conference were organized thanks to funding that IntHum was able to collect outside PERARES: thus, they acted as a first test for IntHum’s ability in fund raising and event organization. Both initiatives have their own web sites, whereas IntHum’s is presently in a beta version: the project is not of a static web site, but rather a sort of portal with synthetic information about IntHum giving access to micro-blogs on single activities or specific initiatives. Thus, the IntHum web site is thought of as a central hub giving access to a network of micro-sites. For that purpose the internet domain “inthum.eu” was acquired. Also, a logo and a motto (“Visions and participation”) were created.

### 3.8.2 Current situation

Presently IntHum is a Social Promotion Association (see Box 4) operating outside the University of Sassari but very strongly interlaced with it thanks to the FOIST Laboratory which ensures strong and lively connections with the Courses in Social Work and Social Policies (MA, BA, but also PhD).

#### Box 4. What is a Social Promotion Association?

According to Italian law, a Social Promotion Association is a not for profit organization which:

- has a specific Legal status
- is inscribed in a specific public registry
- has a peculiar fiscal regime
- has access to specific forms of public financing
- has specific obligation as of statutory governing bodies
- is founded on democratic decisional mechanisms

The choice of this particular legal form relates to the fact that partners agreed upon the idea that they wanted a flexible and light organizational form that also could comply with a shared set of principles based on democracy, solidarity, equality and mutual respect. Accordingly with such principles, IntHum’s bank account was opened with Banca Etica.

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<sup>24</sup> <http://universitaterrioriosviluppo.files.wordpress.com/2011/05/chart-of-sassari.pdf>

IntHum organizational structure is divided in three distinct sectors: Management and communication; b) Fund raising; c) Research, training and international cooperation.

The Directive Council is presently composed of five members each coming from the five founding partners of IntHum (University + four CSOs).

According to the main expertise and operational areas that IntHum funding partners are from, the main disciplinary area for IntHum is Social sciences with a specific emphasis on Social work, social policies, solidarity issues.

As to funding, IntHum presently relies upon projects that are elaborated in strict connections with FOIST as well as with other partner CSOs. Organization of public events has been pointed out above. Another way of funding is co-participation in research in which FOIST ensures scientific supervision and IntHum acts as an operational body providing basic research expertise along with administrative flexibility.

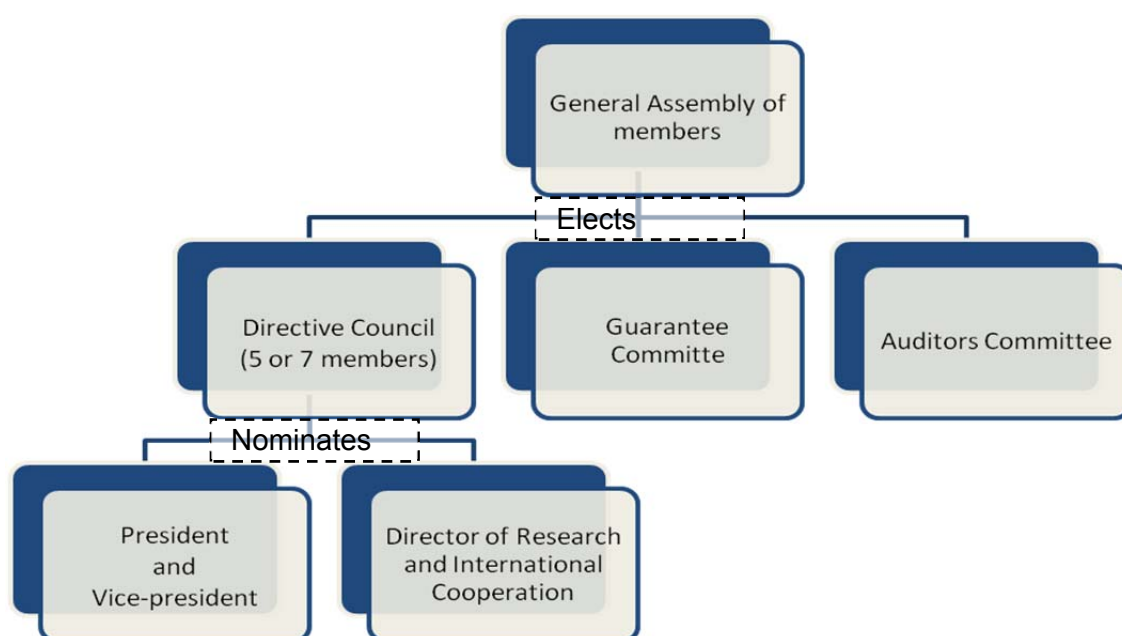


Figure 3.8.2. IntHum's main statutory bodies

An example of such collaboration is participation in an international cooperation project in Palestine: an Integrated project for rural socio-economic development in the Beit Doqqu village<sup>25</sup> to support artisanal and productive activities in the agricultural and agrifood transformation sector (the project was publicly presented and disseminated by several partners, such as Local municipality and ARCI in a periodical Report). Another ongoing project run in collaboration with FOIST and some PhD students in Social work and social policies is a local action-research connected with the worldwide Initiative for Equality.

<sup>25</sup> <http://www.arciculturaesviluppo.it/progetti/medio-oriente9/territori-palestinesi/intervento-integrato-di-sviluppo-economico-rurale-nel-villaggio-di-beit-doggu/>

Up to now, staffing has been mainly provided thanks to the PERARES project. Also, personnel was paid on specific projects. Presently, IntHum's operational undertakings mainly rely upon single projects that are usually planned in cooperation with partner organizations. In the past months, IntHum participated in some funding calls and elaborated projects, all in partnership with University and CSOs. Science Shop like activities and free of charge research projects are made possible thanks to connections with University and can also rely upon FOIST human and structural resources. IntHum is presently hosted by one of the founding partner CSOs (Cospes Salesiani) totally free of charges.

### 3.8.3 The Future

Following this positive start, a more stable and continuous operational structure needs to be put in place. In the past year, IntHum's work mainly consisted in ensuring continuity of pilot projects with University and parallel elaboration of projects for fund raising. Some of that fund raising gave positive outcomes, which are nonetheless limited in volume and discontinuous. Notably, single projects do not seem to presently ensure regular cash flow for daily running of activities. In other terms, IntHum is presently too much dependent upon PERARES funds that will very soon come to an end, as well as on voluntary work and in-kind contribution provided by some of its members.

In order to ensure continuity of cash flow that would support the deriving fixed costs, we're presently working on the hypothesis of strengthening training and evaluation activities for which – also on the basis of what we could experience in the start-up phase – a demand exists by organizations that have resources to fund them. Of course, the possibility of being involved in a large project in the near future would definitively set the conditions to safely face those developments and thus ensure the future of the work done thanks to PERARES.

Furthermore, the general institutional framework of the connections between University and IntHum should be enhanced. Notably, as to what concerns the possibility of fund sharing and personnel exchange: a formal framework agreement on such issues would strengthen the vital connections between FOIST and IntHum and would also give the possibility to further expand pilots to other disciplines. The present fluid normative situation in Italian universities does not facilitate the task as it could. In fact, the overall uncertainty about the legal and operational framework for HEIs in Italy is a relevant blocking factor for the University's governing bodies and administration that are not prone to taking any risk or investing in new ideas, notably within a situation of significant budget restrictions. Nonetheless, we believe that strategic decisions should be made to face the situation and that the time is up for further embedding community engagement in the overall institutional strategy of the University of Sassari, as well as a deeper penetration of public engagement in the Italian HE system. Networking and lobbying work has been started in that direction.

### Recommendations

Experience made up to now suggests that main strength factors were FOIST long time experience in collaborating with civil society along with mentoring support by the PERARES partners and the possibility of constantly compare and discuss what we were doing and the choices we were making. Mutual support is a key factor. Building trust and reinforcing

solidarity bounds can be supported by well-structured operational toolbox such as those elaborated and shared within the Living Knowledge Network.

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### 3.9 Norway: University of Stavanger (UiS)

The Science Shop at University of Stavanger (UiS) was established as a collaborative project between the departments of Social Studies, Health Studies and the Strategy and Communication Office. The Women's Shelter of Stavanger has been a community partner throughout the start-up phase.

UiS has about 9600 students and 1300 administration, faculty and service staff. It is a young university celebrating its 10th anniversary in 2014. The vision of the university is to “be a driving force in knowledge development in its own region, and an international research university with the emphasis on creativity and innovation”. The University of Stavanger's Strategic Plan for 2013–2020 pledges, among other things, to

«move boundaries for knowledge and skills, and help to create value for students, staff and society. We will meet society's needs and challenges with openness and contribute to creativity and innovation in order to strengthen the basis for quality of life, good living conditions and sustainable development”.

Also, the UiS highlights its commitment to collaboration. From the strategy:

«We will seek collaboration regionally, nationally and internationally with business, government, and education and research institutions for mutual development of knowledge”.

Thus increasing the efficacy and number of Science Shop-like initiatives through international collaboration and expanding the possibilities for CSOs to engage with research for the public good is in accordance with UIS's visions.

#### 3.9.1 Feasibility

The starting point was to identify possible paths for the “development of the new interaction model between the university of Stavanger, CSOs, public bodies and society at large, including the role of potential partners”, in other words a Science Shop. One of our main partners was Stavanger Shelter and the head of the shelter has been a member of Advisory Board as well as partner in PERARES WP5, which dealt with Community-based research on “Domestic Violence”<sup>26</sup>.

Stavanger Shelter is a part of the municipality of Stavanger. The shelter offers services to the inhabitants of Stavanger, and also 17 other municipalities, a total of about 350,000 inhabitants. The Norwegian government passed an act in 2009 that secured shelter services to all people in Norway, making sure that the municipalities funded such a service. Thus, Stavanger Shelter, originally a CSO, was turned into one of the services integrated in Stavanger municipality's organization.

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<sup>26</sup> <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2014/07/Deliverable-D5.1-Final-Report-Domestic-Violence-PER-Action-Plan.pdf>

Stavanger Shelter provides services to women, men and their children, who are victims of physical, mental and sexual violence, including those who are victims of forced marriage and trafficking. Stavanger Shelter offers: 1) Advice and support 2) Assistance with practical issues such as finance and finding a new residence 3) A temporary place to stay where it is necessary 3) Establishing contact with other parts of the support system 4) the shelter is open around the clock, the service is free and no referral is needed.

Stavanger shelter has about 18 fulltime positions. Most of the staff has a bachelor's degree in health and social studies. The last couple of years, approximately 180 women, 20 men and 150 children have stayed at the shelter every year. The shelter has further counselled about 150 women and men that had no need to live at the shelter. The shelter use a trauma focused perspective in all their work. The Shelter has also participated in several research projects both nationally and internationally.

### Steps taken to set up the Science Shop

Two persons were already engaged in the Living Knowledge Network (LKN) and had been exploring the Science Shop concept in Australia and the U.S. An international conference was organized in 2004 "Community and Campus: Building partnership for Better Practice, Research and Education" where central people from LKN were keynote speakers. Thus, when UiS was invited to be a partner in PERARES, we were familiar with the Science Shop concept and keen on trying to establish one at UiS.

In January 2011 the "Forskningsstorg" ("Research Marketplace") was established, temporarily confined to the Department of Social Studies and the Department of Health Studies. Key stakeholders were the coordinators of the master programmes, colleagues supervising master students, heads of department, top management, students and student organisations.

Initially, nine organisations were contacted, several of which expressed a sincere interest in suggesting research questions. Three CSOs (Stavanger Shelter, Centre for Relatives and Carers and the regional branch of The Red Cross) accepted to sit on the Science Shop Advisory Board.

In June 2011, the Forskningsstorg was granted a sum of 50,000 NOK (roughly 6400 euros) from the university's Board of Learning Environment. The money paid for a student to work as Science Shop coordinator roughly 7 hours a week during the academic year 2011-2012.

The coordinator was given the following main tasks:

- Following up CSOs, both existing and potential new partners
- Identifying academics in the two departments who are interested in partaking in Forskningsstorg projects (i.e. supervising students and meeting CSOs).
- Promoting Forskningsstorg projects to applicable students.

A website ([www.uis.no/forskningsstorg/](http://www.uis.no/forskningsstorg/)) was established. Here, the project database, finished project summaries, contact information etc. has been presented.

In the same meeting where money was granted for the Science Shop coordinator, another application from the PERARES participants at UiS also came through. A sum of 30,000 NOK (about 3800 euros) was awarded for a cooperation project for master students at the departments of Health and Social Studies.

This helped fund a two-day seminar on January 24<sup>th</sup> and 25<sup>th</sup> 2012, where CSOs came to the university to present themselves and their projects to students. Most of the organisations had no current cooperation with UiS, and had never been invited to Science Shop or other research activities before. The general feedback was very positive. The CSOs very much welcomed the initiative and wanted to start formulating questions for a Science Shop at the UiS. Hence, the event was well-received and got publicity through news stories in the regional newspaper, the student paper and on the university website.

In total 22 representatives presented 30 ideas for projects and themes for research questions, and approximately 110 persons attended the seminar. This resulted in a boost of projects and partners. Also in 2013, 22 representatives presented research ideas/questions.

Several exploratory meetings and contact with potential CSO partners by email and/or telephone had been organised. Interested parties had been invited to the kick-off seminar on the 24<sup>th</sup> of January. Similar activities were organised during the project period in order to recruit and sustain contact with (potential) partners and the coordinator had an important role in this communication. The members of the project group also stayed in contact with CSOs who expressed interest and contacted more organisations. Additionally, there was continuous lobbying at the university administration for feedback and possible financial support.

Master students at two departments represented our research capacity, ninety students in total, however, our expectations were uncertain. During the project period the number of students taking a PERARES-related project has increased from eighteen (2012) to twenty (2013). We also needed support from supervisors at the relevant master studies, and although the response was somewhat hesitant at the beginning, the interest has increased.

A meeting on research ethics for master students and supervisors was organised on 18th of June, 2012. In June 2013 a meeting between external partners, supervisors and administrative university staff was organised, focusing on project collaboration. One representative from Department of Health Studies attended the Science Shop Summer School in Budapest, July- 2013.

### **Students' Pilot Projects (master program)**

At UiS, three students' projects have been completed. However, several projects are in different phases of the master programs (see Appendix 3).

The students' projects completed have been carried through in collaboration with Stavanger Shelter and relate to the following topics:



1. Midwives and pregnancy. Midwives are reluctant to ask pregnant women about violence during pregnancy. Qualitative interviews with midwives were undertaken and the results show that services for pregnant women have to be changed in order to uncover violence.

2. Silence about violence. Silence about assault during pregnancy. Qualitative interviews with women who have been exposed to violence during pregnancy reveal that they do not tell about their experiences unasked.

3. Immigrants and domestic violence. Immigrants lack support from their personal social network and sufficient knowledge about the Norwegian society. Qualitative interviews were conducted with four women and one man (ethnic minorities) who have experienced domestic violence. The results show that violence has extensive and dramatic consequences for the persons in focus.

## Advisory Board

An Advisory Board was established, consisting of:

- three university staff (local project leader, coordinators of the master programmes and part time coordinator).
- three members of CSOs (Stavanger Shelter, Centre for Carers and Next of Kin, Red Cross)
- one student representative (student union “StOr”).

Members of Advisory Board have met regularly, one to two times yearly, and they have additionally been invited to activities connected to the Research Marketplace. The representatives have made valuable contributions to the project, and particularly the CSO’s representatives have suggested relevant changes in order to develop a better communication and dialogues with external partners.

## Highlights from mentoring

The mentoring activity with Henk Mulder of Groningen University (January, 2011) was an occasion to arrange the first official meeting at the UiS, as well as meeting potential partners of the new Science Shop “Research Marketplace”. The seminar in January was the start of sharing objectives and strategies according to PERARES project activities and Mulder also had meetings with administrative staff. In 2012, coinciding with our two-day seminar, we had a mentoring visit from Queens University Belfast. Eileen Martin and Emma McKenna gave a keynote speech to students, organisations and staff at the seminar. Their visit also gave cause to arrange a meeting with academic leadership at the Faculty of Social Sciences, other key staff members and representatives from the student union. In January 2013 Mulder revisited Stavanger and in 2014 Nicky Buckley (Cambridge University) had a keynote at the “Research Marketplace”, and an additional meeting with supervisors for master students. These events were important in the process of anchoring and building support for the Science Shop at the university.



## Strategies

The UiS Science Shop start-up had two goals: 1) fostering long term implementation within the internal strategy at UiS, and 2) student recruitment. Our experience of this process turned out differently for the two departments involved. The Science Shop start-up has been integrated as part of the activities connected to the Research Marketplace Seminar, which constitutes the main activity in our development of a Science Shop at UiS.

The Research Marketplace aims to create meeting places between different parties, such as CSOs, health and social services, academic staff/supervisors and students as well as encourage dialogues for mutual research projects. At the end of their education, master students submit an individual academic thesis (30 – 50 ECTS) built on independent research and supervised by the researchers/academic staff. The purpose of the Research Marketplace Seminar is firstly to introduce students to meaningful research questions, relevant to society and, secondly to use students' research resources to strengthen the university's service to society by means of research relevant to societal needs. Thirdly, the collaboration should also contribute to strengthening research mindedness within the health and social services. Enclosed is the program of the Research Marketplace Seminar (appendix 3.9.1).

### Fostering long term implementation

Actions were taken in order to ensure implementation and funding for the coordinator position and Research Marketplace Seminar. One suggestion was that the two departments provided a joint half time position to ensure continuity and shared accountability. However, the two Departments chose different structures for the implementation. In Department of Health Studies the seminar was compulsory for master students. The coordinator of the master program was actively involved in informing the students, integrating the seminar in the curriculum and co-arranging the seminar. The head of Department of Health Studies supported these initiatives in practical follow-up actions. In the Department of Social Studies little interest from staff/faculty (MA programme) was registered, only the PERARES group was involved in the activities. The seminar was not an integral part of the master program and, although the head expressed her support for the arrangement, various obstacles were experienced, such as students' teaching and staff meetings being organized at the same time as the seminar. The head expressed oral support, however no progress of real implementation was reported.

With regards to working long term with CSOs the material from QUB was used with great success. Particularly the collaboration with Centre for Carers and Next of Kin (Pårørendesenteret) and Stavanger Shelter (Krisesenteret i Stavanger) has proved beneficial for all parties. Several students (5) have conducted their master projects in these contexts with great satisfaction and the managers have been involved in PERARES in several ways such as Advisory Board, as plenary speakers and participants/presenters on conferences (Living Knowledge). Additionally, a close connection has been developed with the CSO managers and research groups at UiS, which has resulted in joint research proposals and projects that constitute a long term relationship.

## Student recruitment

When starting with student recruitment, the material from CARL (UCC) has been of great help. Our coordinator has arranged information meetings with the students on both master programs. A student folder entitled “Do you want to make a difference?” (Vil du gjøre en forskjell?) has been developed. We have also made a short film “teaser” including a CSO-representative, a student and the project manager of the PERARES project at the UiS.

Two earlier efforts to run a module on practice research have been made, but unfortunately, we were unable to attract sufficient students. Thus, difficulties have been experienced with integrating material from other universities as well as other recruitment strategies in the master program, particularly at the Department of Social Studies. This is also due to fragmented structures (modules) in terms of problems with informing students unless you have access to the specific module, which means dependency on the person responsible for the module. Thus, a clear support from the heads, such as more purposeful initiatives towards key persons in the department, is necessary.

Nevertheless, at the Research Marketplace Seminar 2013 we had a particular focus on the students’ role, and a former master student had an excellent and inspiring plenary presentation.

To summarize, institutional support from senior staff level is important, e.g. additional funding for a coordinator and other activities (Research Marketplace Seminar). Our experiences show that in the Department for Health Studies, actions have been taken towards a long term implementation. However, at the Department of Social Studies a thorough and purposeful engagement towards long term implementation of PERARES activities remains to be seen. Thus, the lack of foundation at department level appears to be crucial, and PERARES future uncertain. Finally, the topic of long term implementation has been discussed at the Advisory Board, and our CSO representatives expressed a clear support.

## Dissemination/publicity strategies

The Science Shop arranged a public debate for students, CSOs and the general public (“UiS Debate”) on domestic violence, 12 September, 2012.

One of the PERARES members (strategy/communications department) ensured that finished reports from students research projects have been published on the university website. In addition to the previously mentioned promotional film and flyer, PERARES activities have been promoted in the university magazine and local press and in various conference presentations.

### 3.9.2 Current situation

The “Research Marketplace” is now established and implemented as part of the master programmes in Departments of Social Studies (applied social work) and Health Studies (health science) at the University of Stavanger. The coordination tasks of the Science Shop is attached to the two master coordinators. Our societal partners are both CSOs and public services.

Being a young and growing university, under-funding from the government has been a recurring theme in recent years. An ongoing project is set to achieve financial balance for the university. This means that new initiatives, such as implementing Science Shop, must expect careful scrutiny before any funds are committed.

Working to establish a Science Shop at UiS is challenging, as the idea is new to us PERARES members, as well as the university and society around us. Having lobbied for our Science Shop in the organisation for several years, we realise that establishing a university-wide Science Shop with new funding and separate staff is not very realistic. Funding is a big issue, discussion about different models for engaging with society continues and such functions tend to be decentralized at UiS. Hence, this will continue to be a work in progress.

### 3.9.3 The future

The overarching goal for Forskningstorget was to establish good working practices resulting in students completing Science Shop research projects. This has largely been a success. We will continue to build on this, facilitating more research questions from CSOs for student projects, continue to follow up communication with students and supervisors and anchoring Science Shop activities deeper into the two departments. Additionally, we will continue regular communication with local CSOs through the University website, meetings and telephone contact, as well as to share experiences with colleagues and stakeholders within and beyond UiS.

There is still some work to be done at the management level in terms of securing a permanent inclusion in university-wide plans for interaction with society.

### Key points of advice

- Managers have to approve the initiative in order to be able to implement the activities later on
- Academic supervisors have to be in place.
- Start with a small number of CSOs
- Set up a website and ensure someone is responsible for up-dating it.
- Involve advisors, academics and CSOs
- Publish completed projects online

## Contact details

<http://www.uis.no/forskningstorg/>

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### APPENDIX 3.9.1 Research Market (Forskningstorg), January 24<sup>th</sup> and 25<sup>th</sup> 2012

The Research Market is a two day seminar for students attending their first year at the Master Programme in Health Science and the Master in Social Work, academic staff at their respective departments and external partners (*CSO's and public services in health and social care*)<sup>27</sup>.

The seminar marks the beginning of the students' work on their master thesis. Presentations of relevant projects and ideas for their thesis will be an important part of these two days.

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<sup>27</sup> Invitations to relevant participants (CSO's, public services, supervisors, students) were sent by e-mail in Nov. Deadline 15<sup>th</sup> Dec. in order to have time to organize the program/presenters. Final program distributed first week after Christmas. Students were also informed orally by coordinator and project leader earlier.

Programme:

Tuesday January 24<sup>th</sup>:

- Research Market at UiS – ideas and experiences  
By Elisabeth Willumsen
- Sharing Science with Society. Student research in cooperation with Ideal Organisations in the Health and Social Sector  
v/Emma McKenna and Eileen Martin, Queens University, Belfast, Northern-Ireland.
- **Projects and ideas presented by external partners**  
About 15 minutes for each project, *three plenary presentations before lunch.*
- Lunch
- **Projects and ideas presented by external partners**  
About 15 minutes for each project, two partners presenting before break.
- 20 minute break for mingling purposes.
- **Projects and ideas presented by external partners**  
About 15 minutes for each project, three partners presenting before ending the day
- **First day round off**  
Ten minute closure of the seminars first day. Plans for tomorrow.

Wednesday January 25<sup>th</sup>

- Research in our practice – both close and distant  
By Anne Grete Jenssen, UiS.
- **Parallel sessions** (*3 projects in each session*)  
About 15 minutes per project. Three projects in session 1, three projects in session two, located in the same building but different auditoriums.
- **Projects and ideas presented by external partners**  
About 15 minutes for each project, three partners presenting before lunch.
- **Lunch**  
One hour break
- **Parallel sessions**<sup>28</sup>  
About 15 minutes per project. Three projects in session 1, three projects in session two, located in the same building but different auditoriums.
- Mandatory session for students in Master of Health Science

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<sup>28</sup> The balance between plenary presentations and parallel sessions was influenced by the importance of the project, e.g. one of the CSO's had a plenary presentation in order to share good experiences/practice, another big research project of great value, etc. All participants who wanted to present were given time/opportunity to do so. In case we get more projects next year we will extend the parallel sessions and not the amount of days. Two days are enough, although most people might choose to stay only for parts of the programme.

## 3.10 Cambridge Community Knowledge Exchange

The University of Cambridge is one of the world's leading universities, ranked as one of the very best for its research and teaching quality. The University educates around 18,000 students each year. The University is over 800 years old and 90 affiliates of the University have won Nobel Prizes. As well as its contribution to education and research, in the field of innovation it has made significant contributions to society and the economy.

The Public Engagement team is part of the Office of External Affairs and Communications at the University of Cambridge. Comprising eight staff, this team provides support for researchers across the University for their public engagement activity. Since the adoption of public engagement policies by UK and EU research funders in particular, this has led to an increased demand from researchers for advice and support regarding public engagement. The team also works with student organisations involved in outreach and volunteering. The team coordinates large public events including the Cambridge Science Festival and the Cambridge Festival of Ideas. These Festivals offer over 400 events between them, engaging over 50,000 people each year.

The Public Engagement team also support researchers and students in their public engagement activities throughout the year, providing contacts, advice and training.

The Cambridge Community Knowledge Exchange (CCKE) has been established by the Public Engagement team as a result of participating in the PERARES project.

### 3.10.1 Steps taken to set up the Science Shop

#### Feasibility study

To start the CCKE, a workshop was initially held prior to the start of the PERARES project to which academics were invited, at which Dr Henk Mulder presented about the Science Shop way of working. Interested academic supervisors were identified in Sociology, Geography and Business in particular. The Head of Community Affairs at the University (the predecessor of the Public Engagement team) agreed the proposal to initiate a Science Shop initiative, and this was also approved by the Pro-Vice-Chancellor with responsibility for community engagement. Final-year undergraduates and Masters students at the University in many subjects have the option to choose a dissertation or project, and they receive a comparatively high level of 1:1 supervision by academic supervisors, so it was judged feasible to survey local CSOs about research requests, to see how many could be matched with students' interests and academics willing to supervise these projects.

As part of the PERARES project, a more detailed feasibility study and pilot projects were carried out. This included carrying out a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis regarding the potential to set up a Science Shop structure through the Public Engagement team at the University. Some of the summary findings included:

Strengths: high calibre of undergraduate and Master student research; and good levels of one-to-one supervision by academic supervisors, likely to result in good-quality projects for civil society organisations. A wide range of academic disciplines are studied at a high level at

the University. Some academics are particularly interested in Science Shop way of working in responding to CSO ideas for research. The Public engagement team has staff with experience, knowledge and contacts useful for brokering Science Shop projects in the social sciences.

Weaknesses: creating opportunities for student research in response to CSO research requests is not a high-level priority within the university. The Science Shop projects take time by intermediary staff within the Public Engagement team to set up, and this time has to be factored in among other project delivery responsibilities, including events with pressing deadlines.

Opportunities: there is a considerable degree of student interest in CSO-initiated research in the social sciences. A number of CSOs local to Cambridge also express interest in student research in response to their questions. There are emerging policies in UK context that encourage university academics to consider how to involve students in forms of engaged learning with external organisations. From 2012, UK undergraduate students make a contribution in tuition fees per year, paid back after graduation, which increased threefold on the previous maximum tuition fee. This higher level of student contribution, combined with some challenges in graduate employment prospects, means that attention continues to be paid to the knowledge and skills students develop beyond the classroom in higher education.

Threats: if the UK policy framework changed around public engagement, it would be harder to continue the CCKE.

## CSO-demand

The Public Engagement team had an emailing list of about 150 contacts in local voluntary sector organisations, as well as through the local Council for Voluntary Service. These contacts were previously receiving occasional e-bulletins about projects at the University that might be relevant to them, including information about student volunteering and an earlier grants scheme. When they were contacted, approximately 30 research requests were submitted during the first year of operation (some organisations submitted more than one research request). About 50% of these organisations subsequently had a research project completed by a student in response to their research.

## Research capacity supply

A member of the Public Engagement team and a student intern used the University website to search for academics who worked on areas of research that might be particularly relevant to local civil society organisations' interests. An initial spreadsheet of deadlines for research topics to be shared with students was developed by contacting academic supervisors. By 2013-14 this spreadsheet was updated by more systematic research on academic departmental web pages and contacting of administrators of teaching programmes and academic supervisors. Research capacity among students in the social sciences was an area that the Public Engagement team focused on investigating, in response in particular to the questions that started to come in from CSOs. A few questions were submitted by CSOs that concerned sustainable development, so contacts were also made with academics and students within the Engineering for Sustainable Development group, and within Architecture.



## Organisational form, roles and responsibilities

The initiative to begin seeking research questions from civil society organisations to share with academics and students for potential student research projects was first taken in 2007 following the Living Knowledge Science Shop summer school and conference in Paris. Meetings were organised with academics and stakeholders at University of Cambridge to encourage understanding of Community Knowledge Exchange / Science Shop way of working. These included the Pro-Vice-Chancellor for Institutional Affairs, with responsibility for public engagement, and the Director of External Affairs and Communications. Information on CCKE was also publicised to the Student Hub organisation, via their website, mailing list and through meetings. Student Hubs have been set up at a number of Universities in the UK to encourage students to get involved with ethical, community and not-for-profit organisations and campaigns for mutual learning. It was judged possible to set up a Science Shop structure within the Public Engagement team (previously called Community Affairs) within the Office of External Affairs and Communications at the University, with a remit to work across a wide range of academic departments, and take responsibility for contacting local CSOs to seek research requests.

## Advisory Board

The Public Engagement team used contacts within the University among academics in the social sciences and with research interests in public engagement with science to find three academics, in Sociology, Social Psychology and Geography, two CSO representatives (voluntary sector membership organisation, women's association), and a Student Hub representative. Meetings of the advisory board were supplemented by half-day events and workshops. These included a half-day public engagement conference about engaged learning in 2013, to which a broader set of people who work on engaged learning and student research in the University were invited, as well as more CSO representatives, and the Mayor and Pro-Vice-Chancellor for institutional affairs were also invited to speak to the group to help inform ways of working going forward.

## Highlights from mentoring / Summer School

The Head of the Public Engagement team used learning from the Science Shop summer school prior at the Living Knowledge conference prior to the start of the PERARES project as well as the Science Shops online toolkit to help set up the pilot projects for CCKE. She also attended the summer school for new Science Shops at the first meeting for the PERARES project in 2010. A second member of staff who worked on the CCKE attended the summer school prior to the Living Knowledge conference in Bonn in 2012, and the new member of staff in that role attended the summer school prior to the Living Knowledge conference in Copenhagen in 2014. The summer school and the associated online resources were very helpful in starting the CCKE pilot, indicating the possibilities to begin the initiative through identifying some CSO demand and supply of research capacity among student researchers and academic supervisors. In particular, the summer school provided the advice that it was possible to start a Science Shop with one pilot project, if CSO demand and research supply were available, and Science Shop ways of working are followed, as a way of stimulating future projects.



The staff working on the CCKE benefited from excellent mentoring. These included visits to Cambridge by the PERARES project coordinator, Dr Henk Mulder, who met with academics and provided guidance to CCKE staff in the Public Engagement team. The regular group mentoring sessions at PERARES consortium meetings were also useful, enabling topics like letters of agreement in setting up projects, and evaluation practice, to be looked at collaboratively in more detail.

Strong working relationships developed with Science Shops at the University of Stavanger and Vrije Universiteit Brussels throughout the PERARES project, working on work package 5 on domestic violence research, leading to useful mentoring among the staff taking Science Shop roles among this group.

A peer mentoring relationship was also useful with the Science Shop at University of Lyon, because as with the Public Engagement team at the University of Cambridge, and the team at Vrije Universiteit Brussels, these departments work on a range of public engagement projects for their universities and managing the differences due to different underlying concepts relating to different areas of public engagement activity, and balancing workloads is challenging so group support was useful in this area. This included a visit by the VUB Science Shop coordinator demonstrating their IT system for coordinating Science Shop projects, and a meeting in Lyon also.

In summer 2013, the CCKE coordinator / Head of Public Engagement was able to visit Science Shop staff at Queen's University Belfast and Dublin Institute of Technology for mentoring visits. These were both very useful full-day sessions to share and generate thoughts about developing policies and practices within our institutions.

In January 2014, the CCKE coordinator / Head of Public Engagement visited the Research Marketplace at University of Stavanger to give a presentation on engaged student research and guidance for developing good practice, as well as a separate meeting with academic supervisors. The opportunity was also taken to attend the 25<sup>th</sup> anniversary of the Belfast Science Shop in January 2014 to learn about impacts over the long term, and to combine with a mentoring visit.

## **Pilot projects**

The first pilot projects were for a local women's aid organisation supporting victims of domestic violence. These projects were submitted as a result of the first e-bulletin sent out to voluntary sector contacts. Academic supervisors in Sociology were approached about a number of possible projects, and five students worked on research projects with the women's organisation, following a one-hour set up meeting involving the academic supervisor, CSO and students, to work on the research question to be addressed. Another pilot project was with an advice and counselling CSO for young people in the city, and focused on young carers making use of that service. The third pilot project concerned a fundraising strategy for a charity helping people with head injuries, and this was carried out by Business students, found through sending the request to the student projects officer in the Business School.

Two of the three CSOs involved in pilot projects have since become involved in submitting further research requests to the CCKE, that have been taken up by students and their academic supervisors as subsequent research projects.

One of the students involved in research during her second year of undergraduate studies in Sociology for the women's aid organisation then proceeded to carry on engaged research with that organisation during her third year of undergraduate studies. The organisation was able to use her research to learn about women's evaluation of services they offered, and for more to be found about women with insecure immigration status and the domestic violence services they were and were not able to access. The student proceeded to further PhD study in this field and stayed involved with the CSO and with the PERARES project, moving on to supervise other students researching similar topics with other CSOs too.

All ten student research projects during PERARES are listed at appendix 3.

### **Dissemination/publicity strategies**

The CCKE web address is included in the circulation to students studying social science subjects in the Human Sciences degree in the list of research areas and project ideas that academics in Sociology and Social Psychology are willing to supervise. A small research market place was held for two consecutive years with Social Psychology students, and in the third year this was substituted with email circulation. Individual academic supervisors are approached with tailored emails from a member of CCKE staff when a new research request comes in. The CCKE web address is included on the Student Hub website at the University and in their publications, available to all students.

CSOs are re-contacted once per year and the CCKE website can take inquiries or phone inquiries can be made by CSOs at any time.

Completed CCKE projects are shared with relevant CSOs and public sector officials where relevant, and they have also been shared as web stories via the University's news pages.

When the PERARES consortium meeting was in Cambridge in March 2013, we took the opportunity to invite the Pro-Vice-Chancellor for institutional affairs and several academic supervisors of Science Shop projects to hear about how the other PERARES partners were also developing their Science Shops.

The Head of Public Engagement has also played a role in disseminating learning about the CCKE and PERARES project to other UK universities including speaking at the University of Bristol Engagement Forum, the NCCPE conference at a session on engaged learning and successfully proposing a short research project to the Higher Education Academy on active and experiential learning in the social sciences, to be completed later in 2014.

### 3.10.2 Current situation

The Science Shop is called Cambridge Community Knowledge Exchange and hosted as a project within the Public Engagement team, part of the Office of External Affairs and Communications at the University of Cambridge.

The CSOs who have had student research projects completed for them have included those working in health and social welfare, heritage and environment, and education.

The disciplines within which students have completed projects include Sociology, Social Psychology, Geography, Public Health, Architecture, and Business.

The CCKE is supported for staff time through the core Public Engagement staff budget at the University. The total Public Engagement staff team comprises seven members of permanent staff. Two members of staff work on the CCKE, combining it with other responsibilities, so the total current staffing is approximately 0.75 full time equivalent. It is helpful to have two members of staff who have responsibilities on the CCKE so that they can share ideas and tackle challenges together. This level of staffing is sufficient to cope with current level of CSO demand. Currently, the Knowledge Exchange officer supporting the Head of Public Engagement on CCKE work is also working on a complementary project funded by a UK Research Council, to find academic researchers to invite to networking and knowledge exchange days focused around particular questions from external organisations in the voluntary, private and public sectors.

The CCKE website lists 'open' questions from CSOs, active projects currently underway and completed projects. It includes information about how the CCKE works and offers the opportunity for CSOs to submit a short form with their research requests. It also has information for academic supervisors and students and provides contacts details for the CCKE staff.

### 3.10.3 Future outlook

The project appears sustainable within the Public Engagement team, given commitment from some key academic supervisors and interest from students. CSO interest in proposing projects has declined slightly, but the new Knowledge Exchange officer in the Public Engagement team has spent time having meetings with CSOs which has stimulated some research requests as well as other project ideas which may be shorter or structured more like consultancy advice, in which case these are steered towards student teams' voluntary projects through the Student Hub and other organisations.

To engage more academic supervisors with embedding Science Shop projects in their disciplines, further presentation and consideration of evidence about student academic and associated learning outcomes from these projects will be important. This area of research is being taken forward by the CCKE coordinator / Head of Public Engagement.

## Key advice to others starting a Science Shop

- If starting a Science Shop within a University, assess whether necessary managers will approve the initiative. Come up with a name for the project.
- Find a few academic supervisors who would be willing to look at research ideas from CSOs, and advise on whether and how these could be framed as research questions for student research projects
- Consult with what could be a relatively small number of CSOs to begin with where there would be research capacity in particular disciplines where student projects are carried out
- Set up a website which gives information about the Science Shop and lists available projects, perhaps with case studies of projects from previously established Science Shops
- If a student is interested in a research idea, organise a one-hour set-up meeting involving the student, supervisor, CSO and Science Shop staff to clarify expectations. This can be followed up by an email or letter of agreement summarising what was agreed.
- Continue to involve advisors (academics, CSO staff) in the project and keep communicating with new academic supervisors and students. Assess what the relevant policy frameworks are within a university relating to this area of work.
- Publish completed projects online and use evaluation template forms to gather feedback from students, supervisors and CSOs.
- Within a University public engagement team, a Science Shop-type structure can be a good way of finding mutually beneficial partnerships between university students, their supervisors, and CSOs. This type of collaboration and co-creation of projects can be a useful complement to other forms of public engagement activity.
- Experiences from within a public engagement team in developing ways of working and relationships for CSO-initiated student research can be useful alongside working with academic researchers on the UK research funding policy 'impact' agenda as researchers also develop their collaborative research with CSOs.

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Community Knowledge Exchange

## 3.11 Mentoring in Hungary and Romania

Apart from setting up ten new Science Shop initiatives, in two regions we supported Science Shop development on a national level.

### 3.11.1 Mentoring Hungary

ESSRG Ltd. is a small research and development company working on the boundaries of the environmental and social sciences practicing a transdisciplinary research approach. ESSRG aims to develop social science research methods in connection with the environmental sciences. Fellows of ESSRG have their professional roots in various disciplines ranging from agri-environmental engineering, ecological economics, through to rural and environmental sociology. ESSRG embarks on various community and stakeholder engagement activities through involving local people, particularly marginalised communities, as co-researchers. The ESSRG team has highly developed practical skills for the management of conflict-intensive boundaries. Action research methods and community development, participatory planning, conflict management and mediation competencies constitute an integral part of our capabilities and skills. We established the first Hungarian Science Shop in 2005, and operate as the Hungarian contact point for the Living Knowledge and Science Café Networks, which promote public dialogue around socially relevant scientific issues.

ESSRG identified and organised consultations to groups potentially planning to start a Science Shop in Hungary. These were initiated by conversations through phone, in person, or by participating in relevant meetings. ESSRG acts as National Contact Point for the Living Knowledge Network and gave specific mentoring and advice personally and by e-mail or telephone to groups planning to start Science Shop in Hungary. ESSRG also invited young researchers to join the Living Knowledge Conferences.

ESSRG approached several potential Science Shops.

Potential university based Science Shops:

1. University of Debrecen, Centre of Agricultural Sciences, contact person: Katonáné Kovács, Judit. Relevant experience: participatory action research in rural areas with students' involvement; plan to organise TED Rural Hungary
2. Corvinus University Budapest, Students in Community Service (Hallgatók a Közösség Szolgálatában - HaKöSz), contact: Pataki, György. Relevant experience: bringing students closer to real social experiences in our society by introducing voluntary work for CSOs and service learning courses at the Corvinus University <https://www.facebook.com/hakosz>
3. University of Szeged, Faculty of Economics and Business Administration, Institute of Economics and Economic Development, contact: Málovics, György, <http://www.eco.u-szeged.hu/english/research-centre/gyorgy-malovics-phd>.

Contacts have been established with the dean of University of Szeged to negotiate about a new Science Shop within the university.

Potential independent Science Shops:

4. HunSCAN - The Hungarian Science Communication Academic Network, contact: Kerülő, Tünde and Fábri, György. Relevant experience: practical projects, such as Science Cafes, with scientists. [www.hunscan.hu](http://www.hunscan.hu)

5. INNOVA Regional Agency, contact: Tóth, Krisztina. Relevant experience: organising Science Café in Debrecen, Bakelit Music Café, <https://www.facebook.com/SCIENCE.CAFE.INNOVA>

Most concrete, ESSRG helped to establish a new independent group in Szeged, Hungary, called "Community Researchers for Sustainability" ([www.crsassociation.org](http://www.crsassociation.org)). EESSRG helped with business planning, mentoring, practical solutions. This group now acts as a Science Shop, and catalyses networking among universities and other stakeholders and initiates own Science Shop projects in co-operation with universities. See also: "PERARES contributed to the birth of a new Science Shop in Hungary" in the Newsletter of the Living Knowledge Network<sup>29</sup>.

#### Contact:



Environmental Social Science Research Group (ESSRG Ltd.)  
Address: Römer Flóris u 38., Budapest, H-1024, Hungary

<http://www.essrg.hu>  
<https://www.facebook.com/groups/516818538415159/>  
<http://www.linkedin.com/groups?home=&qid=6547397>

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<sup>29</sup> [www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/04/40-LK-Newsletter-April-2013.pdf](http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/04/40-LK-Newsletter-April-2013.pdf)

### 3.11.2 Mentoring in Romania

InterMEDIU Bucharest Science Shop is organised at Politehnica University Bucharest (UPB) Department of Analytical Chemistry and Environmental Engineering since 2003, and is one of the Romanian Science Shops that established the Romanian Science Shops National Network (INRO). InterMEDIU Bucharest supported the communication between the INRO and contacts for possible collaborations under National and International programs, both for research and training.

During the PERARES project, UPB's members discussed and offered mentoring on request to some of INRO's members, by phone and occasionally meetings, sharing UPB experience from the latest projects. The main activities of Romanian Science Shops are presented on the INRO website, updated and linked to the website set up under PERARES in WP2 "InterMEDIU-Science through questions and answers" ([www.intermediu.eu](http://www.intermediu.eu)). UPB has received support from University of Groningen for managing the opportunities and challenges coming from partner collaboration inside the INRO network.

#### Romanian Science Shops National Network (INRO)

The Romanian Science Shops act as independent associations inside universities. InterMEDIU Bucharest is one of the very active Science Shops of the Romanian network and organised a meeting of the INRO members, as part of the PERARES project.

The INRO meeting took place on July 6, 2012 at the Technical University "Gheorghe Asachi" Iași. The main purpose of the meeting was to re-activate the collaboration inside the network and to identify future opportunities of collaboration.

The issues discussed were:

1. current situation of INRO Association;
2. PERARES project presentation,
3. possible participation within a joint project proposal on environmental issues for EEA and Norway Grants.

In the opening of the meeting Dr. Carmen Teodosiu (INRO president) and Dr. George Bârjoveanu presented a brief history of INRO, emphasizing that the Romanian network is mainly focused on environmental protection research. There is a large interest in supporting and stimulating education for science and for environment, and a great ability of adaptation to existing conditions in the national education system. In 2010, INRO had 32 members from more than 10 Science Shops. Research based on current environmental topics identified in Romania, organization of continuous learning programmes, short duration post-university courses, and distance-learning programmes were the main activities developed by INRO members. The national and international grants the INRO members were recently involved in were presented:



- collaboration under national research program CEEX, between Politehnica University of Timisoara, Transylvania University of Brasov, Politehnica University of Bucharest, Technical University "Gheorghe Asachi" of Iasi.
- TREHB project coordinated by Michigan State University and Politehnica University of Bucharest that gave training in environmental engineering in Iasi, Cluj, Timișoara and Bucharest university partners;
- FP6 projects ISSNET, INTERACTS, TRAMS, EFSUPS
- project POSDOC for financing doctoral student research;
- PN2 project - partnerships in applied research between Technical University Iasi, Timisoara Polytechnic Univ. and AQUATIM and APAVITAL water companies.

The PERARES project was introduced and the work package objectives were presented stressing the involvement of InterMEDIU Bucharest as well as the aspects related to public debates on nanotechnologies, domestic violence, Roma population, etc. The main problems faced by InterMEDIU Bucharest during its attempts of developing debates on environmental issues and the very low interest of the public on on-line debates, in Romania, were described.

The third point on the agenda was related to a possible joint proposal submission to the program funded by Norway-Iceland-Finland on the period 2012-2014. The participants expressed their opinion and ideas on the possible project proposal. It was concluded that the most suitable topic to be approached would be developing of an environmental education program for teachers in primary and secondary schools at national level. It was decided that coordination will be done at INRO level. (An appropriate grants program was not identified at that time.) Currently, InterMEDIU Bucharest tries to coagulate the efforts for submitting a joint project, at national level, for setting up a Life Long Learning course in environment protection for promoting community based environmental decision making.

The next topics have been approached during discussions:

1) Possible ways to be followed for identifying and stimulating small groups (at least) in debates that could raise awareness about some environmental aspects. It was concluded that the best way would be via CSOs. However, most of the time, university Science Shops are considered as potential competitors (for CSOs) in running for funds.

2) As individual entities, InterMEDIU Science Shops cannot apply for CSOs' grants. All Romanian Science Shops are organized inside and are not legal entities on their own. Their collaboration in national or international projects are carried out through university administration. INRO is an organisation with a legal status giving their members the opportunity to apply for grants as a CSO. Due to the fact that the CSOs are eligible only for some research programs financed by Romanian National Research Council the competition is very high. The international grants for CSOs usually do not allow for scientific research.

3) Lab research became more difficult to be performed in the absence of proper funding for basic consumables. For this reason, most of the undergraduate students



are involved only in the desk research that should be performed in a relative short time at the end of academic year. So the research questions cannot be answered earlier in the academic year.

4) Discussions with the network members emphasized that a good partnerships and cooperation between the research groups exist via universities and more efforts should be made for a better visibility of INRO.

### Other Mentoring and the new “Labworm” Science Shop

Inside Intermediunet (INRO), InterMEDIU Bucharest offers information, consultancy and research in the field of environmental protection and management, as well as environmental education and training. There is a constant effort of InterMEDIU Bucharest for continuation of the collaboration between Romanian Science Shops.

InterMEDIU Bucharest encouraged and facilitated the setting up of a new Science Shop at University Sapientia of Miercurea Ciuc. The “*Laborkukac*” (“Labworm”)<sup>30</sup> organisation and its objectives were inspired by the collaboration with InterMEDIU members, and Labworm was set up by a group of young staff from Faculty of Sciences, University Sapientia of Miercurea Ciuc (USMC). They started to organize educational activities for children, promoting environment protection, giving lessons on practical biology, etc. In 2011, InterMediu’s activities, projects, and collaboration with CSOs were presented during a meeting with USMC staff.

In 2012, InterMEDIU Bucharest proposed the Labworm group to set up a Science Shop introducing the concept of Science Shop, co-operation with civil society organizations and other Science Shops experience in running research projects at university level. In 2013 during two meetings, using some presentations prepared by the PERARES coordinator, the concept was introduced to the Miercurea Ciuc group coordinator, Ms. Mara Gyongyver and Ms. Rozália-Veronika Salamon. Discussions were held about how to select and transform CSO demand in research questions, including desk research that are usually done by undergraduate students, and the need of increasing the number of contacts with CSOs for a sustainable long-term collaboration.

The main objective of the organisation is very similar with InterMEDIU’s objective: to develop and promote science understanding bringing together young students from different schools, teachers and NGOs involved in their science projects. Labworm organises competitions and summer schools for children aiming to introduce and in the same time to improve the students' practical skills in biology, chemistry, environmental science and food science fields. Their main field of research is focused on solving local problems related largely to food production, environment quality and biodiversity. So research subjects like “Microbiological study of mineral waters form Harghita county”, “Developing local adapted biopreparates for sustainable agriculture”, “Developing local adapted biopreparates for obtaining silage” and “Effect of high biodiversity local pastures on milk composition” were approached by the group including undergraduate and master students.

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<sup>30</sup> <http://www.youtube.com/watch?v=5aPwzyY5ZSc>

The main funding resources come from Sapientia University, Faculty of Science, Department of Bioengineering, Sapientia Institute of Research Programmes and Foundation for Education (Hungary). In 2013 they edited the first issue of a new journal dedicated to children for promoting natural sciences understanding<sup>31</sup>. A second edition is in printing.

Labworm meets the main requirements of a Science Shop and will have an organisational structure similar to the other Romanian Science Shops. At present, the group has 22 members (13 faculty staff and 9 students). Labworm has the great advantage of very well connected to a participative community, which collaborated in the organization of a series of events hosted in the Department of Biology laboratories.

Latest discussions concluded that one of the next steps will be the affiliation to the National Network of Romanian Science Shops in the next INRO meeting. InterMEDIU recommended to better advertise their offer to public, to develop contacts with CSOs, to involve more departments of the university, to update and translate the web site into English as well, and to finalise the advisory board. In the next months Labworm will elaborate a short term activity plan for the next academic year.

In first half of 2014, InterMEDIU Bucharest is focused on supporting and mentoring Labworm offering advice via telephone, and a new meeting in 2014, to discuss how a Science Shop can explore different sources of funding, and what are possible ways of involvement other departments from university.

#### Contact details:

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<https://www.facebook.com/groups/1408565579412925>

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The website [intermediu.ro](http://intermediu.ro) of INRO, the Romanian Science Shops National Network, has suffered virus attacks and is currently under reconstruction.

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<sup>31</sup> <http://mttk.csik.sapientia.ro/en>



## 4. Summer Schools and other activities

The PERARES project gave training and support to those interested in Science Shops and similar activities. This was done through Summer Schools, on-line resources and other presentations/work visits. This service was available to all, not only to PERARES partners.

In the time frame of PERARES, five Summer Schools were given on Science Shops. They can be seen as a crash course in how to set up and operate them. There is not one blueprint for this work, so various models are discussed and placed in the whole spectrum of public engagement with research. The course is typically 1.5 to 2 days and is taught by experienced Science Shop staff. Topics discussed are: general overview, mediation process, needs survey of CSOs, working with CSOs, articulating their research questions, working with staff and students in the curricula, operational options, start-up strategies and evaluation. Approximately 20-25 participants were present in each Summer School. A similar event was co-organised with University of Guelph for the Community Engagement Network of Canada. Elements from the Summer Schools were presented during other events as well, as first introduction to the Science Shop methodology.

The Summer Schools were based on the highly successful Summer Schools as organised previously during the TRAMS-project (Training and Mentoring of Science Shops, FP6). They were organised by University of Groningen, with support from Wageningen University Research Centre (SDLO), Vrije Universiteit Brussels (VUB), Science Shop Bonn, Queens University Belfast, EESRG Hungary and Intermediu/Politehnica University Bucharest.

The first Summer School was organized in Groningen, on the 1<sup>st</sup> and 2<sup>nd</sup> of June 2010. The participants were the PERARES partners and a few external representatives (e.g. from the BioSense initiative of Coimbra university in Portugal and a German student-union representative). This Summer School also offered a site visit to four Dutch Science Shops (Science Shops for Natural Sciences, Economics & Business Management, Arts-Culture-Communication, and Public Health & Medicine; all of Groningen University).

The second Summer School was held on the 3<sup>rd</sup> and 4<sup>th</sup> of October 2011, at Dublin City University, for two full days. Sixteen non-perares participants were present (7 from Ireland, 4 from the UK, 2 from Canada, and 1 each from Norway, Germany and Italy). In addition, ten more participants were affiliated with PERARES partners.

The third Summer School was held in Bonn, on the 8<sup>th</sup> and 9<sup>th</sup> of May, 2012, prior to the Living Knowledge Conference in Bonn. Twenty-five participants from eleven countries participated (USA, Portugal, Netherlands, Germany, Canada, France, Ireland, South-Africa, Lithuania, Israel, Italy and UK).

The fourth Summer School was held on the 1<sup>st</sup> and 2<sup>nd</sup> of July, 2013, in Budapest at Corvinus university. There were 26 participants from 13 different countries (Belgium, Bulgaria, Iran, Estonia, Hungary (7), Lithuania (7), Netherlands, Norway, Slovakia (2), South Africa, Spain, UK, and USA). Only two representatives were already affiliated to a PERARES partner.

The fifth Summer School was held in Copenhagen, on April 7<sup>th</sup> and 8<sup>th</sup> 2014, prior to the Living Knowledge Conference in Copenhagen. There were 25 participants from 11 different countries (Belgium (2), Canada (3), Estonia, Germany (5), Israel, Italy, Lithuania (2), Netherlands (3), Sweden, UK (5), and USA). Only three representatives were already affiliated to a PERARES partner.

A similar event was co-organised with University of Guelph for the Community Engagement Network of Canada. Elements from the Summer Schools were presented during other events as well, as a first introduction to the Science Shop methodology. This was done by Linda Hawkins of University of Guelph, with Henk Mulder (University of Groningen) and Norbert Steinhaus (Science Shop Bonn). The “Science Shop/Research Shop” workshop to build mechanisms for community-university research engagement was held at the University of Guelph, Oct 22-23, 2012.

Through Summer Schools researchers and knowledge brokers are introduced to the following topics relating to co-operative research with civil society organizations through e.g. Science Shops:

- Science Shops as part of Public Engagement
- Example projects & Impact for stakeholders
- Identifying CSO needs
- From Societal Needs to Research Needs (intake, articulation)
- From Research Needs to Research Questions (reframing)
- Products and follow-up after the research (Science Shop’s involvement)
- Fit projects in curricula
- Involving researchers / supervisors
- Set up and sustain equitable partnerships
- Options and Strategies to build a Science Shop
- The Living Knowledge Network/EU supportive programs
- Operational Models & Funding (university based and non-university based)
- Job descriptions (role of coordinators; the mediation process)
- Evaluations (Evaluating and Being Evaluated)
- Impact: Uptake of topics into research programs beyond the Science Shop
- Resources (toolbox for Science Shops)

Participants receive the slides and various hand-outs.

An on-line Toolbox for Science Shop work is freely available as an additional resource<sup>32</sup>.

An overview of all other presentations made by the PERARES team to illustrate the work of Science Shops and similar is given in Appendix 2.

The Living Knowledge Summer Schools will be available upon request; without EC funding costs need to be covered though.

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<sup>32</sup> <http://www.livingknowledge.org/livingknowledge/science-shops/toolbox>

## 5. General conclusions and recommendations

By doing research projects with and for civil society in the curriculum - through Science Shops and similar intermediaries - many universities throughout Europe can advance public engagement in an affordable and mutually beneficial way.

Supporting these universities with seed funding and mentoring/training by European experts is an efficient tool to set-up new Science Shops.

The procedure to set up new Science Shops seems to have worked well. The thorough feasibility studies analysed the potential demand for research from CSOs and the potential supply of research capacity from students in the curriculum. A SWOT analysis was done to decide in a well-informed way on the best structure of the Science Shop.

The level of seed-funding available to start the new Science Shops seems to have been appropriate (approx. 6 months staff time and some 15.000 Euro non-pay budget), even though local/national funds are not always easy to access and quite a few of the new Science Shop initiatives are now run on very small budgets. With the seed funding, enthusiastic staff got time to proof the concept at their home institutes, through pilot projects and strategic discussions. In a previous project, TRAMS (Training and Mentoring of Science Shops, FP6), this seed funding was not given, which made the start-up of Science Shops much more difficult. In that project, only mentoring was offered. Without seed-funding, initiatives would only succeed in cases where there is already a high-level management support and budget allocated to the initiative, or where other funds are already available, in combination with the offered mentoring and resources of the Living Knowledge Network.

Setting-up Science Shops without the active co-operation of universities is quite complicated.

The Summer Schools are a good way to reach out to more interested actors. The fact that time of experienced Science Shop staff was bought out from project funds to deliver talks and support to non-PEARES partners as well, made it possible for them to spread their knowledge and experience. Without the support from European funding, this would not have been possible. Normally, interested universities could cover for travel costs of experts to inform them, but buying out their time usually is not possible – and even if that would happen, that would be difficult for the experts themselves, because year-planning based on incidental small payments is quite difficult.

### Recommendations to others that plan to start a Science Shop like facility:

There are lessons to be learned from documents like *Success and Failure in Starting Science Shops* (Mulder *et al.*, 2001)<sup>33</sup> and the *Handbook of Models of Community Engagement Strategies in Higher Education* (Martin & McKenna, 2013)<sup>34</sup>.

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<sup>33</sup> <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2012/02/wp2-so.pdf>

From our own efforts in this project, we gathered the following recommendations:

- Always adapt the Science Shop structure to your local context, make a business plan based on a good SWOT analysis and follow the regular plan-do-check-act cycle to monitor and refine the business plan on implementation.
- Make process flow clear and have documents for the various steps.
- Have a website and assign responsibility to update it.
- Publish completed projects.
- Run networking events, together with partners.
- Commitment from top-management is very important, as is inclusion in strategic plans and similar documents. One should get involved in working groups preparing or discussing these documents.
- Science Shop activities are complementary to other forms of Public Engagement. Thus, it may be efficient to work together with those operating other forms of PE. E.g., Community-Based Learning and Community-Based Research approaches can easily be combined.
- When communicating benefits to the various stakeholders, be specific and not abstract. Explain what they will gain from it. CSOs get access to affordable research to serve their needs; students can do research that will be of use; students obtain valuable employability skills; researchers get access to data and networks of CSOs, get new angles to their research, and fulfil part of their outreach task; teachers get interesting case-studies for students; the Institute can demonstrate its social responsibility, develop trust-based connections with civil society and obtain positive media attention; policy makers in the region obtain information from new angles to support their decision making. This all helps to achieve a knowledge society with a lot of social innovation.
- Evaluate, to learn. You should use forms<sup>35</sup> for this, but don't forget that a talk is very informative as well, and may lead to follow-up projects. You can use quotes for testimonials as well, on your website.

For all steps in the process goes: Make use of strategic and practical support of the Living Knowledge Network. There will always be a resource, tool or colleague with an eye-opener to support you!

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<sup>34</sup> <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/12/D7-1-Handbook-of-Models-of-CE-Strategies-in-HEIs-19.12.13-overall-report-FINAL.pdf>

<sup>35</sup> <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/07/D09-1-perares-244264.doc>

## Appendix 1. Mentoring visits

Experienced Science Shop staff visited new initiatives, to give lectures or participate in discussions and give some on-the-job advice, e.g. on organisational options, project mediation (working with civil society groups, students, researchers etc.; from problem formulation to support in using results in society), curricular reorganisation etc. Also, persons from newly started Science Shops or similar initiatives were received at longer established Science Shops for discussion and introduction of operational procedures.

Formal Mentoring Visits were made (listed below), next to face-to-face mentoring sessions during the Consortium Meetings. Also, mentors read and commented on texts of the New Science Shops, and mentors engaged in on-line exchanges and phone calls as well.

From	To	Period	Comments
Heschel	KUBUS Berlin	June 2010	Combined visit to two German Science Shops. KUBUS is a non-PERARES Science Shop
Heschel	WTT Zittau		
RUG	TUC	Oct 2010	Presentations to mixed audiences, meetings with staff and (potential) clients, media interviews.
RUG	EUC	Oct 2010	
RUG	UNISS	Nov 2010	Meetings and presentations with staff, partners, potential clients. Training session to staff.
RUG/QUB	UCAM	Dec 2010	Mentoring session during London ENGAGE Conference
QUB	DIT	2010-2011	Various meetings
SDLO	UdL	Dec 2010	Meetings with staff, professors and students. Presentations and discussions on the development of the two Science Shops in the Rhône-Alpes region.
SDLO	ADReCA		
RUG	UiS	Jan 2011	Meetings with staff, professors, students, presentations to mixed audience.
VUB	IBS	Jan 2011	Meetings with staff, NGOs, presentations
RUG	UCAM	May 2011	Meetings with staff, professors
Heschel	QUB	Oct 2011	Meeting with Science Shop on how to formulate requests with partner organisations; attended project initiation meeting with organisation, student and Science Shop staff (Trip combined with consortium meeting Dublin)
RUG	HESCHEL	Nov 2011	Presentations at various universities and at Heschel Centre; meetings and discussions
QUB	UiS	Jan 2012	Meetings and presentations with/for university staff, CSOs, potential clients, and students
QUB	DIT	Jan 2012, Sep 2012, Jan 2013	Mentoring discussions took place where possible following/before SLWC advisory board meetings.
DIT	QUB	Feb 2012	Discussions and workshops
UdL	UCC	Mar 2012	Discussions, participation in activities



DTU	Heschel	June 2012	Presentations at various universities and at Heschel Centre; meetings and discussions
QUB	DIT	July 2012	Discussions
DTU	DIT	Aug 2012	Discussions/brainstorm on Strategic Plan development
RUG	IBS	Oct 2012	Meetings with CSO, lecturers, IBS, Academy of Arts
RUG	UiS	Jan 2013	Meetings and presentations with/for university staff, CSOs, potential clients, and students
RUG	IBS	Jan 2013	Brainstorm session with CSO
DIT	QUB	Feb 2013	Discussions, and contribution to facilitation of workshop on public engagement to PhD students.
UdL	QUB	Feb 2013	Meetings and participation in daily work and events
RUG	TUC	Apr 2013	Meetings with staff and students and CSO
QUB	DIT	Apr 2013, Sep 2013, Jan 2014, May 2014	Mentoring support at/after/related to advisory board meetings, also ongoing support as needed by phone/Skype/at PERARES meetings.
QUB, ESSRG, UdL	DIT	Jul 2014	Joint mentoring meeting on curriculum interventions

## Appendix 2: Other training and support

During PERARES, University of Groningen and Science Shop Bonn jointly maintained a helpdesk service which gives advice by e-mail (via Living Knowledge Website, [www.scienceshops.org](http://www.scienceshops.org)) or telephone. Various requests for information were dealt with.

Information was also given at various events, such as relevant conferences. All this service is broadly offered to anyone, also those not participating in PERARES.

An overview of advice and talks given on Science Shops is given below. Those presentations that were part of a mentoring visit in PERARES (see previous appendix) are not listed.

### By University of Groningen:

Co-ordinator Mulder liaised with the Dutch-Belgium Network of Science Shops to keep them up to date on Science Shop developments around Europe, and to remain updated on developments at the Dutch and Belgium Science Shops. Furthermore, he made a number of presentations and publications on Science Shop work:

- Henk A.J. Mulder (2014): Introduction on Science Shops for participants in Desertification control project (representatives from Egypt, China, Spain, UK, USA, and The Netherlands), University of Groningen (Jul 16)
- Henk Mulder(2014): Including society in setting research agenda's. Presentation at PCST-2014, Salvador (May 8th)
- Eileen Martin, Emma McKenna, Henk Mulder and Norbert Steinhaus (2013): Embedding community-university partnerships: science shops and policy development. In: Democracy and action. Community-university research partnerships in global perspectives (Budd L. Hall, Edward T. Jackson, Rajesh Tandon, Jean-Marc Fontan and Nirmala Lall, eds.), Manchester University Press
- N. Buckley, Henk A.J. Mulder, E. McKenna (2013): Science Shops and Community Knowledge Exchange, University of Cambridge (Science Festival), March 24
- Linda Hawkins, Henk Mulder, Norbert Steinhaus (2013): Building a Science or Research Shop: Refining or Expanding Your Model, Community-University Expo 2013: Engaging Shared Worlds, Corner Brook, June 14
- Henk Mulder (2013): Expectations of CSO roles, invited presentation at Expert Workshop on CSO participation in research – Governance, consequences, models and pitfalls, CONSIDER project, Université Lille 2, Lille, Sep 25
- Henk A.J. Mulder (2013): Science Shop at University of Groningen, 6th International Barcelona Conference on Higher Education "Let's build transformative knowledge to drive social change", Barcelona, 14 May
- Henk Mulder (2012): Science Shops and PERARES: Public Engagement with Research And Research Engagement with Society; invited presentation at University of Victoria, Canada (Oct 18)
- Henk A.J. Mulder (2011): Science Shops in Europe: Interfaces between research and society, catalysts for joint knowledge creation and student learning with civil society, Invited Presentation at the Seminar "Caminhos para o diálogo entre ciência e sociedade", CES-Lisboa, Lisbon (29 Oct)
- Henk Mulder (2011): Introduction to Science Shops and PERARES, presentation for a delegation of the Shanghai Association for Science and Technology (SAST), Groningen, Oct 18.
- Henk Mulder (2011): Examples of projects by Science Shops – Sciences and Engineering, Invited Presentation at Seminar "Social responsiveness in Science & EBE – Can the UCT Knowledge

Co-op help?", University of Cape Town (14 Sep) (Note: this trip was mainly made for other reasons, so the travel costs are not on the PERARES budget).

- Henk Mulder and Norbert Steinhaus (2011): Public Engagement with Research And Research Engagement with Society, presentation at AUCEA Conference, Sydney (12 July)
- Henk Mulder and Norbert Steinhaus (2011): Developing Community-Engagement by Using the Science Shop Model, workshop/presentation at AUCEA Conference, Sydney (11 July)
- Henk Mulder, Norbert Steinhaus\* (2011): PERARES: Public Engagement with Research and Research Engagement with Society, CU-Expo 2011, Waterloo, Canada (13 May)
- IIs De Bal, Norbert Steinhaus\*, Henk Mulder (2011): Science Shops – Advanced – Reflection on Challenges of Changing Environments, CU-Expo 2011, Waterloo, Canada (12 May)
- Henk Mulder (2011): CBR and Independency, presentation at CU-Expo 2011, Waterloo, Canada (12 May)
- Henk Mulder, IIs De Bal, Norbert Steinhaus\* (2011): Introduction to Science Shops, CU-Expo 2011, Waterloo, Canada (11 May)
- Henk Mulder, Eileen Martin and Emma McKenna (2010): Engagement within the Curriculum through Science Shops and similar entities, ENGAGE 2010, London, 8 December
- Henk A.J. Mulder (2010): Science Shops and PERARES, Crepe-Workshop, Open University, London, 29 September

### By **Science Shop Bonn:**

The Science Shop Bonn was contacted by several organisations from Germany to give advice on how to take first steps in setting up a Science Shop. These have been from Berlin, Potsdam, Münster. In Berlin and Potsdam new Science Shops have been set up in 2011. Discussions in Münster are still on-going. A researcher from Cochabamba, Bolivia visited the Bonn Science Shop to learn about the concept, hoping to open one in their home town. Information has also been given to an Italian organization (Controvento) which thought of changing their concept to a more Science Shop like one.

- Norbert Steinhaus (2012) Living Knowledge Network, PERARES and Bonn Science Shop, at Terza Scuola Estiva Mediterranea, Sassari, Sardegna, Italy, 3-5 October, 2012
- Norbert Steinhaus (2012): Living Knowledge Network, PERARES and Bonn Science Shop, 2012 Midwest Science Shop Network Meeting, CURL, Loyola University of Chicago, IL, USA, 19 October 2012, <http://cue.morgridge.wisc.edu/the-midwest-knowledge-mobilization-network/>
- Norbert Steinhaus (2012): Living Knowledge, Science Shops and PERARES, at opening of the new Science Shop at University Oldenburg/Vechta, 12 November 2012
- Norbert Steinhaus (2012) Hosting a delegation from Egypt for an exchange on CSO engagement and on Living Knowledge, 9 July 2012, Bonn Science Shop, Bonn, Germany
- Norbert Steinhaus (2013) invited representative of Living Knowledge at GACER - UNESCO Chair Launch, Victoria, BC, Canada, 4 March 2013,
- Norbert Steinhaus (May 2012) E-mail exchange and mentoring with Istituto di Scienze dell'Atmosfera e del Clima Consiglio Nazionale delle Ricerche (ISAC- CNR), Lecce, Italy on Science Shop models
- WilaBonn: A letter of support was written for an International Cooperation between Community Partners involved in University Research (Science Shops – Living Knowledge - NCCPE), Oct 2012.
- WilaBonn: A letter of support was written for a proposal to set up a Science Shop in Belgrade, Serbia (Feb 2013), after having Skype conversations and email mentoring activities.

Living Knowledge and Science Shops were also mentioned and quoted in Elizabeth Tryon and J. Ashleigh Ross: "A Community-University Exchange Project Modelled After Europe's Science Shops" in: Journal of Higher Education Outreach and Engagement, Volume 16, Number 2, p. 197, (2012), University of Georgia. ISSN 1534-6104

### **By University of Cambridge:**

Two presentations in the UK were made on the topic of Science Shops / community knowledge exchange. At the Engage conference organised by the National Co-ordinating Centre for Public Engagement in December 2011, Nicola Buckley, Head of Public Engagement and Halliki Voolma, PhD student and Science Shop researcher, co-presented as part of a panel on student research into CSO needs. The workshop was attended by around 30 representatives from the university sector. Buckley also presented on the topic of the Cambridge Community Knowledge Exchange to the University of Bristol 'Engaged University' forum in May 2012, attended by around 80 academics, students and CSO representatives. A workshop on Science Shops was organised during the Cambridge Science Festival with Dr Mulder (RUG) and Dr McKenna (QUB) among the speakers. It was attended by around 15 members of the public and CSO representatives, leading to new connections for the Cambridge Community Knowledge Exchange.

### **By Dublin Institute of Technology:**

Together with colleagues Queens University Belfast and University College Cork we have set up a new Irish support network for coordinators of Community Based Learning/Community Based Research, the Irish Network for Community-Engaged Research and Learning (INCERL), which currently has representation from nine HEIs north and south of the border, and DIT has hosted two of these meetings. INCERL presented on 'Supporting Sustainable Community-Engaged Learning/Research' at the National Campus Engage 'Actioning Engagement' Event in Dublin in December 2012.

### **By University of Sassari:**

- Alberto Merler, Andrea Vargiu (2013): Responsabilidade dos cientistas sociais: análise de casos e propostas de avaliação, Universidade Nova de Lisboa, (Jan 28)
- Andrea Vargiu (2012): Indicators for the evaluation of public engagement of higher education institutions, presentation at ESA (European Sociological Association) Conference on Civil society organizations in the Mediterranean area: societal role, challenges, dynamics, University of Sassari (Oct 2)
- Andrea Vargiu (2012): Civic engagement of universities, Opening speech ESA (European Sociological Association) Conference on Civil society organizations in the Mediterranean area: societal role, challenges, dynamics, University of Sassari (Oct 1)

### **By the Heschel Centre:**

- Meira Hanson (2012): Science Shop: Public Engagement with Research and Research Engagement with Society, Invited presentation to the Graduate Program in Science, Technology and Society at the Bar Ilan University, Ramat Gan (16 Dec)

### **By Science Shop WTT Zittau:**

The Science Shop WTT e.V. - Knowledge Dialogue, Technology and Training - Zittau/Saxony played an active role in linking existing Science Shops in Berlin (kubus/TU Berlin, BasisWissenSchafft, Sozialwissenschaftsladen), Potsdam, Dresden and

Vechta/Cloppenburg towards the informal Science Shop Network "WissNet" - a network mainly connecting north-eastern German Science Shops with Science Shop and NGO partners. There additionally have been intensive facilitated discussions, training-on-the job and workshop-meetings located in Berlin to find the network's core ambition, joint aims and communication manners, thematic and facility exchange needs plus debates about the question on "how Science Shops will act and finance themselves in future". More topics were addressed, like which changes in civil society have taken place, how to mayor link local civil society engaged activities and learning.

WTT e.V. supported the development and foundation process of new Science Shops in Germany (Berlin, Potsdam, Dresden, Vechta/Cloppenburg) in 2011 and 2012, particularly through consulting services.

- 20 May 2011, Zittau, Germany, Presentation of Science Shop Zittau and the EU-Project PERARES, 20 Participants (Students)
- 14 November 2011, Görlitz, Germany, Presentation of Science Shop Zittau and the EU-Project PERARES to Scientific community (higher education, Research) - Civil society, 75 Participants (Entrepreneurship Week/"Gründerwoche")
- 15 November 2011, Zittau, Germany, Presentation of Science Shop Zittau and the EU-Project PERARES to Scientific community (higher education, Research) - Civil society, 60 Participants (Entrepreneurship Week/"Gründerwoche")
- 12 November 2012, Blended Conference: Online from Pesterwitz near Dresden + f2f in Vechta, WTT e.V. facilitated the founding online-conference of the Science Shop Vechta/Cloppenburg combined with the global entrepreneurship week "social entrepreneurship as a founding basis"

#### By University of Stavanger:

- Hanssen, Helene; Burns, Kenneth; Vargiu, Andrea; Willumsen, Elisabeth. Community-based research and social work students: Promoting students' civic engagement and collaborative knowledge production.. The 3rd European Conference for Social Work Research; 2013-03-20 - 2013-03-22
- Hanssen, Helene; Willumsen, Elisabeth. Higher Education's responsibility for developing research mindedness.. Cyprus International Conference on Educational Research; 2012-02-08 - 2012-02-10
- Hanssen, Helene; Willumsen, Elisabeth. Higher Education's responsibility for developing research mindedness.. Cyprus International Conference on Educational Research; 2012-02-08 - 2012-02-10
- Hanssen, Helene; Willumsen, Elisabeth; Monsen, Monica Velde. Higher Education's Responsibility for Developing Research Mindedness – University and Local Partner Perspectives.. The 5th Living Knowledge Conference, Bonn, Germany 10 – 12 May, 2012; 2012-05-10 - 2012-05-12
- Hanssen, Helene; Vargiu, Andrea; Willumsen, Elisabeth; Burns, Kenneth. Promoting health and social work students' civic engagement and collaborative knowledge production: Experiences from Norway, Italy and Ireland. 6<sup>th</sup> Living Knowledge Conference, Copenhagen, Denmark; 2014-04-9 – 2014-04-11

### Appendix 3: All Science Shop/pilot projects at the new Science Shop initiatives

Science Shop	Partner (Client)	Title of project (or Research Question)	Level/discipline of student(s), number of students involved+ place in curriculum, amount of credits (if applicable) OR background of researcher involved	Supervisors (scientific discipline and laboratory OR professional activity).	Type of research output(s) and are they in public domain (e.g. on website/open access site)	Output / Impact / Remark
CYPRUS – EUC - EUROPEAN UNIVERSITY OF CYPRUS – SCIENCE SHOP						
EUC Science Shop	Labour Association	The extend of application of diversity management in the Cypriot SME's	Postgraduate Student who does this Dissertation in fulfilment of the requirements for their MBA Program. (30 ECTS)	School of Business Administration	The output has been forwarded to the respective CSO	The project has identified the extend of application of diversity management practices in SME;s. Successful cases have been identified and management factors / best practices have been proposed.
EUC Science Shop	Labour Association	The extent of application of diversity management between men and women in Cyprus SMEs and the level of employee satisfaction	Postgraduate Student who does this Dissertation in fulfilment of the requirements for their MBA Program. (30 ECTS)	School of Business Administration	The output has been forwarded to the respective CSO	This is an extension of the previous project concentrating on the problem of inequality between men and women. The project has identified the level of the problem that exist in the Cyprus industry.
EUC Science Shop	Development Aid Cyprus	Sustainable Local Economic Development	Team of 2 Postgraduate Students who do this Dissertation in fulfilment of the requirements for the course International Business. (8 ECTS)	School of Business Administration	The output has been forwarded to the respective CSO	The project proposes an action plan for local economic development.

EUC Science Shop	Support Centre for NGOs	Assessment and Evaluation for NGOs in Cyprus	Postgraduate Student who does this Dissertation in fulfilment of the requirements for their MBA Program. (30 ECTS)	School of Business Administration	No outputs yet.	This project is running. The aim to examine the problems that NGO's are facing in Cyprus. Special attention shall be given on the underlying law that governs the operation of Civil Society organizations in Cyprus.
EUC Science Shop	Professional Local Carpenters' Association	Waste Management Logistics	Postgraduate Student who does this Dissertation in fulfilment of the requirements for their MBA Program. (30 ECTS)	School of Business Administration	No outputs yet.	This project is running. The objective is to identify the quantity of waste that exist in the furniture industry in Cyprus. Further on a feasibility study is to be contacted regarding the sustainability of managing effectively the problem i.e. identify possible waste management practices.
ESTONIA – IBS - INSTITUTE OF BALTIC STUDIES - TEADUSTURG						
IBS	Eesti Roheline Liikumine (FoE-Estonia)	Pesticide Residues in Food Products – how the monitoring is carried out and what are the results?	Life Science University Organic Agriculture Centre + IBS	Life Science University Organic Agriculture Centre	<a href="http://www.ibs.ee/et/teadusturg/169-pestitsiidid-toiduainetes">http://www.ibs.ee/et/teadusturg/169-pestitsiidid-toiduainetes</a>	Helped FoE- Estonia to define realistic focus for their pesticide in food products campaign and created a discussion on what shortcomings there are in present monitoring system and what lobby for improvement the monitoring from environmental groups could be useful
IBS	Arengukoostöö Ümrlaud (Development Cooperation Rpundatable)	How the concept of Global Education is integrated in teacher training	IBS – with the aim to define the further research question. The research question was picked up by MSc student but was never completed.		<a href="http://www.ibs.ee/et/teadusturg/156-maailmaharidus-opetajakoolituses">http://www.ibs.ee/et/teadusturg/156-maailmaharidus-opetajakoolituses</a>	The research issues were presented at DARE forum of European Confederation of Development and Relief NGOs.

IBS	Mondo	Identity construction in the textbooks - Estonia and surrounding world	Was taken up as a course task on BA level (nationalism and ethnopoltics) – 16 students participated; the conclusion were formulated by the supervisor ( PhD)	Tartu University, Institute of Government and Politics	<a href="http://www.ibs.ee/images/stories/teadusturg_valmis_asjad/Identity_construction_in_the_textbooks.pdf">http://www.ibs.ee/images/stories/teadusturg_valmis_asjad/Identity_construction_in_the_textbooks.pdf</a>	Not clear – it was difficult to get feedback from the CSO
IBS	Estonian Refugee Council	Film about refugees in Estonia	Taken up as a personal project by a student	Baltic Film and Media School	<a href="http://etv.err.ee/arhiiv.php?id=134929">http://etv.err.ee/arhiiv.php?id=134929</a>	Film was and still is used by Estonian refugee Council in diverse presentations, trainings etc. as a visual material that explains life of refugees
IBS	Tartu Psychological Counselling and Crisis Centre	Statistics and profile of clients and suggestions for financial improvements	2 students of the course on management of third sector organizations, BA	Tartu University, Institute of Government and Politics	<a href="http://www.ibs.ee/images/stories/teadusturg_valmis_asjad/TNK_projekt.pdf">http://www.ibs.ee/images/stories/teadusturg_valmis_asjad/TNK_projekt.pdf</a>	The report was used by the Centre when discussing financing issues with municipality representatives.
IBS	Northern Estonia Roma Society	Mapping the problems of Roma community in Estonia and the opportunities for their solving by establishing family centres	10 MSc students, course on research methods in Sociology	Tartu University, Institute of Sociology and Social Policy	<a href="http://www.ibs.ee/images/stories/teadusturg_valmis_asjad/Romade_uurimus.pdf">http://www.ibs.ee/images/stories/teadusturg_valmis_asjad/Romade_uurimus.pdf</a>	The results of the research were presented by the supervisor and Roma community leader on several occasions (policy discussions, ministry meetings and university's public lectures)
IBS	Tartu Women Shelter	How victims of family violence estimate the experience of intervention	1 BA student	Tartu University, Institute of Sociology and Social Policy	ongoing	



FRANCE – ADReCA – GRENOBLE – ECHOP'A SCIENCES						
ADReCA	Association CRATERRE	Development of pedagogic adobe e-tools for the improvement of anti-seismic building techniques	1 student 2 <sup>nd</sup> year master in mechanical engineering	Department of Civil engineering	Student report in Echop'à Sciences website (public domain)	
ADReCA	Jardins d'Utopie (student NGO)	Analysis of water and soil pollutants before implementing a collective vegetable garden	4 students 2 <sup>nd</sup> year School engineer Energy, Water and Environment	Grenoble Institute of Technology	Student report in Echop'à Sciences website (public domain)	Decision making authorities of the Grenoble Campus
ADReCA	Jardins d'Utopie (student NGO)	Analysis of soil pollutants before implementing a collective vegetable garden	1 <sup>st</sup> Year Master Environment	Department Earth and Environmental Sciences	Student report in Echop'à Sciences website (public domain)	Decision making authorities of the Grenoble Campus
ADReCA	Jardins d'Utopie (student NGO)	Search of organic pollutants before implementing a collective vegetable garden	1 <sup>st</sup> Year Master Environment	Department Earth and Environmental Sciences	Student report in Echop'à Sciences website (public domain)	Decision making authorities of the Grenoble Campus
ADReCA	FEEDA Association - Entropie Association	Improvement of performance of wood stoves /Design and study of solar heaters	3 <sup>rd</sup> year Licence student	Chemical Department	Student report in Echop'à Sciences website (public domain)	
ADReCA	Collective of student associations (Grenoble campus)	Feasibility collective system for composting organic wastes in residence on campus	1 <sup>st</sup> and 2 <sup>nd</sup> year Licence student	Nat. Sciences and geosciences	Student report in Echop'à Sciences website (public domain)	

ADReCA	Professional union	Analysis of job insecurity in higher education	PhD Student	Department of economic sciences	Student report in Echop'à Sciences website (public domain)	
FRANCE - UdL - UNIVERSITY DE LYON – BOUTIQUE DES SCIENCES						
UdL	<p><i>Société des Jardins Ouvriers de Villeurbanne</i> ("Villeurbanne's Garden Allotment Association")</p> <p>→ pilot project</p>	<p><i>How to explain the progressive silting up of the Rize stream bordering certain gardens and how to foster necessary changes in the gardeners' practices (with regard to maintaining and treating the cultivated plots and surrounding area) ?</i></p>	<p>2<sup>nd</sup> year professional master "Bio-assessment of Ecosystems and Biodiversity Expertise"</p> <p>2 Phd students - Social psychology</p>	<p><i>Hydrology researcher</i></p> <p>Teacher-researcher in Social psychology</p> <p>3 professional naturalists</p>	<p>Report online / open access (<a href="http://www.universite-lyon.fr/servlet/com.univ.collaboratif.utils.LeectureFichiergw?ID_FICHIER=1251709152460&amp;ID_FICHE=118350">http://www.universite-lyon.fr/servlet/com.univ.collaboratif.utils.LeectureFichiergw?ID_FICHIER=1251709152460&amp;ID_FICHE=118350</a>) and paper</p> <p>Public restitution</p>	<p>Led for the CSO to more visibility and more "bargaining power" with local authorities. Others related projects have followed (project of the CSO to collaborate with other students to realize some new installations on the river ; 2 guided tours with municipality employees and the water company, debate proposals for the hydrology researcher). Many press articles and a TV report (<a href="http://www.dailymotion.com/video/x1q9npq_cite-campus-11-03-14_tv">http://www.dailymotion.com/video/x1q9npq_cite-campus-11-03-14_tv</a>)</p>
UdL	<p><i>Maison Rhodanienne de l'Environnement</i> (House for Environment of the Rhône Department)</p>	<p><i>How to collect the memories of historical activists in the nature protection field, how to transmit it today, and how has the activism evolved in these last 50 years.</i></p>	<p>2<sup>nd</sup> year master - Sociology applied to local development</p>	<p><i>Sociologist and researcher in environmental sciences</i></p>	<p>No outputs yet, project started in 2014-02</p>	<p>For a chronological reason, priority will be given to the methodological step (memory conservation) and the data collection (analysis will take place in a further project).</p>

UdL	France Alzheimer	<i>How to support caregivers who face relatives with chronic, incurable disease?</i>	2 <sup>nd</sup> year master - health psychology (aging course)	Medical director of an hospital	No outputs yet, project started in 2014-02	<i>Focus on the forward angle "how to change the thinking and the relationship with the loved one who suffer from Alzheimer", with the issues of "representation" and "disorientation" in the family environment</i>
UdL	RNSA - Réseau National de Surveillance Aérobiologique (local office of the National Network for Aerobiological Monitoring)	<i>Health impacts related to biological particles (pollen and mould) in the air</i>  <i>Relation between chemical pollution and biological particles</i>	2 <sup>nd</sup> year master - agronomist in the third year of specialization of master in collective action management in veterinary public health at the National School of Veterinary Services	Lecturer in geography	No outputs yet, project started in 2014-02	<i>How to explain the difficulty to connect and make available existing information, taking into account the specificities of a territory</i>
UdL	Ocivélo (a CSO that promotes cycling in the city)	<i>Benefits of cycling on health and bike learning at adulthood.</i>	1 <sup>st</sup> year master - Political and strategic alternatives for towns and cities	Researcher in a laboratory of transport economics	No outputs yet, project starts in 2014-07	<i>What are the positive and negative aspects of cycling in the city and to which extent is possible a coexistence of various means of urban transport</i>
UdL	Maison des Jeunes et de la Culture Confluence Presqu'île (Youth club)	<i>Pollution and urban gardening: what are the risks associated with the ingestion of fruits and</i>	Interdisciplinary :  2 <sup>nd</sup> year master - Sociology applied to local development	responsible for water and waste mission studies and expertise on risk centres,	No outputs yet, project started in 2014-02	<i>Question oriented to a comparative diagnostic approach:</i>  <i>compare productions in a panel of urban, suburban and rural</i>

		<i>vegetables grown on contaminated urban soils and what positive impacts can be associated with the presence of green space in the city?</i>	<i>+ 3 students in agronomy (one month working group)</i>	<i>geographer in a laboratory of rural economy</i>		<i>gardens exploited with comparable methods (climate, soil types, treatments...)</i>
UdL	L'Abeille roannaise (beekeeping union)	<i>Due to winter mortality of bee colonies on the Roanne region?</i>	<i>2<sup>nd</sup> year master - engineering student in the final year of the National School of Public Works of the State (deepening environmental risks and pollution)</i>	<i>Departmental referent of the group of bee health defence + Professor at the national veterinary school, food and nutrition Nantes Atlantique (outside the territory of the University of Lyon)</i>	<i>No outputs yet, project started in 2014-04</i>	<i>Question selected for the study in a given area of the respective influence and the potential "synergies" between different factors: local crops, chemical pressure, biological and climatic aspects.</i>
UdL	URCPIE – Union régionale des Centre Permanents d'Initiatives pour l'Environnement de Rhône-Alpes (Union of Rural Centres for Environmental Initiatives)	<i>How to identify (map) on new project territory the actors who can be potential partners in the field of biodiversity preservation?</i>	<i>2<sup>nd</sup> year master - rural studies (mention rural patrimony and cultural development)</i>	<i>Former director of a laboratory on the dynamics of societies</i>	<i>No outputs yet, project started in 2014-02</i>	<i>How to address the difficulty of identifying the various actors on a territory, and evaluate their attachment to it and consequently their potential will to act for it.</i>

GREECE – TUC – TECHNICAL UNIVERSITY OF CRETE - EPILYON

TUC	Sailing Association of Chania	Feasibility study for the making of a marina in the City of Chania	5th year undergraduate, Production Engineering and Management, 30 ECTS, 1 student	School of Production Engineering and Management	<a href="http://www.epilyon.gr">www.epilyon.gr</a>	Thesis generated a discussion in local authorities and organizations
TUC	Sailing Association of Chania	Energy efficiency study and use of alternative forms of energy in the Neorio of Moro	Postgraduate, Environmental Engineering, 7.5 ECTS, 2 students	School of Environmental Engineering	<a href="http://www.epilyon.gr">www.epilyon.gr</a>	Results led to specific building interventions
TUC	Rural Prison of Agia	Treatment of wastewater from animal breeding facilities	5th year undergraduate, Environmental Engineering, 30 ECTS, 1 student	School of Environmental Engineering	<a href="http://www.epilyon.gr">www.epilyon.gr</a>	Results improved wastewater treatment in prison
TUC	Trade Association of Chania	Research for economic viability of local businesses	5th year undergraduate, Production Engineering and Management, 2 students	School of Production Engineering and Management	<a href="http://www.epilyon.gr">www.epilyon.gr</a>	Study generated a discussion in local media
TUC	Trade Association of Chania	Market share with specific areas of stores	5th year undergraduate, Production Engineering and Management, 2 students	School of Production Engineering and Management	<a href="http://www.epilyon.gr">www.epilyon.gr</a>	Study generated a discussion in local media
TUC	Parents Association of Elementary School	Study for resolving cooling issues of an elementary school in Rethymnon	4th year undergraduate, Architectural Engineering, 12 ECTS, 1 student	School of Architectural Engineering	<a href="http://www.epilyon.gr">www.epilyon.gr</a>	Results led to specific building interventions
TUC	Trade Association of Paleochora	Behaviour research, consumer preferences in Paleochora	Postgraduate, Production Engineering and Management, 2 students	School of Production Engineering and Management	<a href="http://www.epilyon.gr">www.epilyon.gr</a>	Results presented to local community in an open event

IRELAND – DIT – DUBLIN INSTITUTE OF TECHNOLOGY – STUDENTS LEARNING WITH COMMUNITIES						
DIT	Garda Road Safety Unit	Attitude & behaviour of Regular vs Weekend Cyclists and levels of compliance with road safety rules	BSc Environmental Health – final year project (30 ECTS) – 1 student	School of Food Science and Environmental Health	Research thesis. On SLWC website and DIT digital repository.	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that objective
DIT	Dominic St flat residents and Dublin City Council	How can designs for public housing in the inner-city be improved.	4th year B Arch (Architecture) students – Architecture Design Studio module – [15 ECTS] - 50 students. Also BE Structural Engineering. 3RD and 4TH years - 34 students	School of Architecture lecturers (6 in total), Civil Engineering lecturer.	Design schemes, exhibition event for community partners to give feedback, and a selection of schemes put on SLWC website and DIT digital repository (TBC after grading).	Dublin City Council will use the design concepts from the student research to inform their next set of public housing designs.
DIT	Dyspraxia Association of Ireland	What design aids could be developed to assist people with dyspraxia?	1st year BSc in Product Design students, Communications module (5ECTS) AND studio design module– 30 students annually since 2011/12.	School of Marketing and School of Art, Design and Printing lecturers	Design concepts on presentation boards. A poster on the project was produced by the lecturer, which is on the SLWC website and DIT digital repository, as well as Dublin City Council Innovation Dublin website. Design concepts of suitable quality will also be on these websites at end of this year's run of the project.	Dyspraxia Association are as concerned with awareness-raising about the organisation as with the outputs of the project, so by its nature they have already achieved some of their goals. Plans are underway to bring this project into third year students' curriculum in the future, where the design work would be more advanced.

DIT	Department of Environment	Designing fire safety material for students	BA in Design (Visual Communications) – class group of students/3rd yr.	Art, Design and Printing lecturers	Design schemes. These were presented to the community partner at a meeting, and copies given to them for future reference for ideas for targeting students.	
DIT	Lifeline	Testing soil and water for Grangegorman Community Gardening project	BSc in Chemical Sciences with Medicinal Chemistry/Final year student/ 10 ECTS.	Chemical and Pharmaceutical Sciences lecturers	Research report. This is on SLWC website and DIT digital repository.	High levels of lead were reported to the community partner, who brought these concerns to the local GP, who did some research and reassured the gardeners that levels were safe.
DIT	Dublin City Council (DCC) North Central Area and local residents (older people)	Students worked with older people resident in DCC housing complexes to explore storage and use of space in studio flats	BA Design (Interior and Furniture) – 1st year students on 2 modules (construction and colour)	Art, Design, Print lecturers	Booklets of design ideas were compiled and given to the participating community members. 2 posters profiling this project were produced by the lecturers and are on the SLWC website and DIT digital repository.	This was the first Science Shop project on this programme and has now developed into an annual Science Shop project, with a different brief and community partner every year.
DIT	Dublin City Council Litter Prevention Unit	students conducted primary research on littering and recommended interventions	BA Tourism Management. Class of 1st year students/1.5 ECTS	Hospitality Management and Tourism lecturers	Research results were fed back to the community partner	

DIT	Enable Ireland	Product design students worked with Enable Ireland service users to produce concept designs for assistive technology.	4th year students on the BSc Product Design, part of a 5 ECTS medical design module/4TH Year students/class group of students	Manufacturing and Design Engineering lecturers	This project has run for several years, each year concept designs are presented to the community partner for their feedback. A poster profiling this project is on the SLWC website and DIT digital repository.	From this project the community partner and lecturer identified a need for more in-depth research, which led to a successful joint application for funding for a PhD student to develop this research, co-supervised by lecturer and community partner – see next project in list.
DIT	Enable Ireland	The generation of participatory methods for the design of customisable assistive technology through the development of a computer input device	Research PhD in Product Design. 1 student	Mechanical and Design Engineering lecturer, and Enable Ireland Assistive Technology Manager	Research is not yet complete.	
DIT	Irish Society for Quality and Safety in Healthcare	Students analysed data from patient satisfaction surveys.	BSc in Mathematical Science – several students on a work placement module/ ECTS 25	Mathematics lecturers and ISQSH staff	Summary reports, these are on the SLWC website and DIT digital repository.	
DIT	Amen, Phizzfest	Students work with Phizzfest and Amen to develop new concepts for their branding	BA in Visual Communications. 20 3rd year students. ECTS 5	Art, Design and Print lecturers	Design schemes. These projects will both go live in 2014, with Amen launching their new identity and using students' ad designs in their new	



					campaign, and a public meeting to discuss the Phibsboro branding ideas (both with website dissemination)	
DIT	LEANBH	Final year student developing and designing a charity campaign	BA Visual Communications. One 4th year student. ECTS 10	Art, Design and Printing lecturers	Design scheme. This is on the SLWC website and DIT digital repository.	
DIT	Lifeline	Final year student designing Educational Packaging for the product lines arising from Lifeline	BA Visual Communications.1 4th year student. ECTS 10	Art, Design and Printing lecturers	Design schemes were presented to the community partner for feedback.	
DIT	MAIN	Class group of Students working with MAIN to develop logo and apply this to various media	BA Visual Communications. Class of 3rd year students. ECTS 5	Art, Design and Printing lecturers	Design schemes were presented to the community partner for feedback.	
DIT	Dyspraxia Association/Wells for Zoe	Students working with Wells for Zoe and Dyspraxia Association to develop logos and branding	BA Design Visual Communication. Group of 3RD Year students (ECTS 5), and a small number of 4th year students for their major project (ECTS 10).	Art, Design and Printing lecturers	Design schemes were presented to the community partner for feedback. Wells for Zoe used one of the students' developed ideas for their logo.	

DIT	Garda Road Safety Unit	Research into attitudes of bus drivers to road safety	BSc in Environmental Health. 4TH Year 1 student. ECTS 15	Environmental Health lecturer	Research report.	
DIT	Garda Road Safety Unit	Devising concepts for a road-safety related product	BSc Product Design- class of 1st year students. ECTS 5	Communications lecturer	Design schemes were presented to the community partner for feedback.	
DIT	Glasnevin Trust	Developing a marketing plan for the Museum and cemetery.	B.Sc in Hospitality Management, and B.Sc in Tourism Marketing, class group of first and second year students.	Hospitality Management and Tourism lecturer	Marketing plans. These were given to the community partner for their feedback and future use.	
DIT	Slane Community Forum	Exploring destination identity: the Case of Slane – primary research with local people	BSc Tourism management student for Final Year project.	Hospitality Management and Tourism lecturer	This research report was given to Slane Community Forum. Permission is being sought to put the report on SLWC website and DIT digital repository	
DIT	St Michael's Parish Youth Project Inchicore	Students working with SMPYP young adults to produce posters/video relating to local youth culture and tourism	BA Tourism Management, small group of first year students	Hospitality Management and Tourism lecturer	Student posters and video presented at local exhibition in public library.	
DIT	Inchicore/Kilmainham local groups	viability of cultural cluster in local areas	BSc in Tourism Marketing. One 4th Year Dissertation. ECTS 15	Hospitality Management and Tourism lecturer.	Research report fed back to local community.	

DIT	Kilmainham Gaol	Researching heritage landmarks in Grangegorman and South-west inner city areas to produce walking trails.	BA Tourism Management, BSc Tourism Marketing – class group of first year students	Hospitality Management and Tourism lecturers	Posters produced and exhibited in local areas.	
DIT	Lifeline	Students developing environmental design projects for the Lifeline area - e.g. a building, a network, a communications strategy	MSc in Sustainable Development. 6 Students. 5 ECTS.	Spatial planning lecturers	Project not yet finished	
DIT	Wells for Zoe	Students go to Mzuzu in Malawi to work with Wells for Zoe to complete a needs assessment for a technical solution to a problem, on return to Dublin they develop the solution and 130organize for it to be implemented in Mzuzu.	BSc in Computer Science. Two 3rd years on work placement module, in 2 different years. ECTS 30	Computing lecturers	System or network or teaching materials. These are implemented in Mzuzu as participatory action research.	

DIT	Irish Society for Quality and Safety in Healthcare	Development of ISQSH website design and content in order to increase usability and accessibility	MSc in Computing – one student on Universal Design module	Computing lecturer	The website went live at the end of the project, so is publicly available.	
DIT	Adult Education Service	Can Community Education through the deliverance of a Digital Media technology ePortfolio, bridge the gap between the transitions from further education to employment, from a tutor and students perspective?	Msc in Applied eLearning. 1 student final year project . ECTS 30	Learning Teaching and Technology Centre lecturers	Project is not yet finished.	
DIT	Various local organisations and SMEs	Students doing chemical risk analyses for local organisations and SMEs.	BSc Forensic and Environmental Analysis, BSc Chemical Sciences with Medicinal Chemistry, and BSc Science with Nanotechnology. Class group of 4TH Year students. 5 ECTS	Chemical and Pharmaceutical Sciences lecturers	Individual risk analysis reports are given to participating partners.	
DIT	Garda Road Safety Unit	Project to assess methods for testing alcohol levels in breath and urine	BSc in Chemical and Pharmaceutical Science and BSc Forensic and Environmental Chemistry. 4th year	Chemical and Pharmaceutical Sciences lecturers	Research report is on SLWC website and DIT digital repository.	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieves that

		samples, involving taking samples from DIT students to raise awareness of alcohol limits and road safety among DIT students.	project. 10 ECTS. One final year student each year, for three years in a row.			objective every year, as well as generating relevant data on alcohol consumption among students (students are tested the morning after a student event during rag week).
DIT	Wells for Zoe	Students doing participatory action research with Wells for Zoe in Malawi, involving soil and water testing, and other chemistry-related activities	BSc Forensic and Environmental Analysis. 3RD year work placement module, 2 students. ECTS 30	Chemical and Pharmaceutical sciences lecturers	No research report as such – participatory action research.	
DIT	Northside Partnership in the Priorswood / Darndale area	Analysis of local services and the quality of the public realm, as part of a collaborative “social mobility” research project	BSc Spatial Planning/Environmental Management – class group. 5 ECTS.	Spatial planning lecturers	Not yet on SLWC website. Overall research project has been presented to community partner for feedback.	
DIT	Northside Partnership in the Priorswood / Darndale area	Researching mobility needs of local residents and their perceptions of the quality of available services, as part	MSc Sustainable Development and MSC Local Development & Innovation. Class group. 5 ECTS.	Spatial planning lecturers	See previous project	

		of a collaborative “social mobility” research project				
DIT	Irish Environmental Network and Dublin Cycling Campaign	Research into shopper travel behaviour in Dublin City Centre	BSc Spatial Planning students – class group	Spatial planning lecturers	Report by lecturer, community partner, and graduates is published, available on SLWC website and DIT repository	
DIT	Northside Partnership in the Priorswood / Darndale area and Dublin Bus	survey and analysis of catchment thresholds around key public transport hubs in the Darndale/Priorswood areas.	BSc Spatial Planning. Transport and Mobility module. Class group of 3RD Year students. ECTS 5	Spatial planning and Transport Engineering lecturers	Project is not yet finished but will be presented to local community, Northside Partnership and Dublin Bus. Lecturer will disseminate outcomes at a transport conference in 2014.	
DIT	LIFELINE	Students collected and analysed data on use and perception of local green areas by users.	BSc Planning and Environmental Management. Group of 3rd year students. ECTS 5	Spatial Planning lecturers	Data analysis was exhibited at Lifeline showcase in 2010/11. A poster by the lecturer on the project is on SLWC website.	
DIT	Cabra Park Residents Association and other local communities	Development of consultation with local community members to prepare urban design framework Broombridge area	BSc Spatial Planning class group. Multiple modules and a range of ECTS projects – interdisciplinary project	Spatial planning and Transport Engineering lecturers	Project has just finished – not yet on website but public consultation was held in DIT.	

DIT	Lifeline, CLiC Programme, Irish Society for Quality and Safety in Healthcare	Development of IT solutions to knowledge management needs of community partners	MSc Computing - Information knowledge management stream – several modules including major project – small numbers of individual students.	Computing lecturers	One CSO website went live; this and other research reports are available on SLWC website and DIT institutional repository.	
DIT	Garda Road Safety Unit	Students conducted surveys related to road behaviour and awareness of safety	BSc International Hospitality Management, BSc Tourism Marketing, BSc Event Management – class groups. 5 ECTS	Hospitality Management and Tourism lecturer	Research findings given to students in civil engineering to inform their junction redesign project with the same community partner – see project details below.	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that objective in both years that it ran
DIT	Men's Health Forum in Ireland	Students researching attitudes to men's health among students, and best ways to target them by MHFI	BSc Marketing. Eight 3rd year students. ECTS 2	Marketing lecturer	Projects are not yet finished.	
DIT	Range of grassroots men's groups	men's experiences in men's groups, and how these impact on their wellbeing – participatory action research project aimed at empowering men in men's groups.	Research PhD in Social Science	Social science lecturers	Project is not yet complete. Presentations on the project at conferences by the author and by the participating men's groups.	

DIT	Carmichael Centre	how can a community and voluntary organisation develop into a social enterprise and maintain true to its mission and service provision?	MA in Spatial Planning. 1 student – thesis module. ECTS 25	Spatial Planning lecturer	Work in progress.	
DIT	AMEN/GLEN /Wells for Zoe/OCD Ireland/Enable Ireland/Ballymun Rediscovery Centre	Primary research to better understand a key target market for each organisation's public relations	MA in Public Relations. Class group of students. ECTS 5	Media lecturer.	High quality reports are on SLWC website and DIT institutional repository. Other reports are presented by the students to the community partners. Poster on the project by the lecturers in on SLWC website and DIT digital repository	Some of these reports have been used in funding applications for advertising budgets by the community partners; other community partners have implemented the recommendations from the student research.
DIT	Garda Road Safety Unit	Measurement of reflex reaction time under various conditions	BEng Electronic and Communications Engineering. 1 3RD Year student final project	Electronic and Communications Engineering	Research presentation to community partner.	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that objective in both years that it ran
DIT	Garda Road Safety Unit	Developing technology to measure tailgating from one car to another	BEngTech Electrical and Control Engineering (25 ECTS) and BEng (Hons) Electrical/Electronic Engineering (15 ECTS). 1 students final year.	Electrical Engineering Systems lecturer	Research report and prototype. Approached by manufacturers about the possibility of licensing this design.	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that objective in both years that it ran



DIT	Ballymun Rediscovery Centre	Research and development of ideas for products that can be cheaply made from recycled bike materials.	BSc in Manufacturing and Design Engineering. 25 3RD Year students. 5 ECTS	Manufacturing and Design Engineering lecturer	Project designs have been presented to community partner and discussions are under way to put them into production by the Centre.	
DIT	Garda Road Safety Unit	Developing technology to measure the distance allowed by cars when overtaking bikes	BEng (Hons) Electrical/Electronic Engineering. 1 3rd year student 15 ECTS	Electrical and Electronic Engineering lecturer	Project is not yet complete	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that objective
DIT	Camphill Community	Development of a quiet motorized system to control roller blinds used in light therapy treatment room	BEng (Hons) Electrical/Electronic Engineering - 4th year student major project - 15 ECTS	Electrical and Electronic Engineering lecturer	Designs were given to community partner. Lecturer produced a poster on the project which is on SLWC website and DIT digital repository	
DIT	Carmichael Centre	Review and make recommendations on food safety processes in the centre's kitchen.	MSc in Food Safety Management. 5 ECTS Class of students.	Food science and environmental health lecturer	Report is collated by lecturer and given to community partner	Community partner implements several of the recommendations every time this project has run, and has made financial savings on food costs as a result.
DIT	Garda Road Safety Unit	Research into attitudes of bus drivers to road safety	BSc in Environmental Health. 4TH YEAR 1 student 15 ECTS.	Food science and environmental health lecturer	Not yet on website.	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that objective
DIT	Lifeline	Development of design schemes	B Arch in Architecture – 50 students in 4th year –	Architecture lecturers	Design schemes given to community	

		for spaces surrounding the disused railway in Grangegorman.	15 ECTS.		partner and exhibited at 2010/11 Lifeline showcase	
DIT	Dublin City Council and Dublin Central Library	Development and detailing of new designs for public library in the inner-city.	B Arch in Architecture – 50 students in 4th year (15 ECTS) and BSc Architectural Technology - 32 3rd year students (10 ECTS)	Architecture lecturers	Design schemes given to community partners – selection will be put on SLWC website.	DCC will have a range of ideas to give to their architectural department to consider when they are next designing a new public library.
DIT	Lifeline	Design and detail access platforms and staircases made from timber from the North Circular Road to the Lifeline Railway Cutting.	B Architectural Technology. Class group of 3RD Year students. 10 ECTS	Architecture lecturers	Design schemes presented to community partner.	
DIT	CanTeen	Research and develop PR plan for CanTeen Ireland	MA in Public Relations. 5 ECTS module, 1 student	Public Relations lecturers	PR plan on SLWC website and DIT digital repository	
DIT	CFIT	Developing navigation apps for people with visual impairment	BSc Computing. 4TH Year 1 student 20 ECTS	Computing lecturer	Application.	
DIT	Enable Ireland	designing a website for the Enable Ireland Design Challenge	Accessible Web Design module class group	Computing lecturer	Website went live	

DIT	Care Alliance	designing logo and wider branding applications with community partner	MA in Professional Design Practice. ECTS 7.5. 2 Student groups	Art, Design, Print lecturer	Community partner went live with students' logo and branding design.	
DIT	Garda Road Safety Unit	Information design focusing on 'It won't happen to me' second level presentation by GRSU.	MA in Professional Design Practice, one student, major project - 30 ECTS	Art, Design, Print lecturer	Work in progress	
DIT	NCI Early Learning Initiative	Design of branding and information sheets for home visitors for NCI service	MA in Professional Design Practice, one student, major project - 30 ECTS	Art, Design, Print lecturer	Design template given to community partner.	
DIT	Carmichael Centre	Design of annual report template	MA Art, Design and Printing, class group, print design project.	Art, Design and Printing lecturer	Annual report template.	Community partner used template to produce annual report.
DIT	Home Start Blanchardstown	Research to collect experiences of the service from service users and volunteers for anniversary publication.	BA in Early Childhood Education, year 3 class group project, Working with Families module.	Early Childhood Education lecturer	Stories were edited by a journalism student and a publication designed by a Professional Design Practice student, and the book was published by Home Start Blanchardstown – see project below.	

DIT	Home Start Blanchardstown	Design of printed book for anniversary publication	MA in Professional Design Practice, one student, major project - 30 ECTS	Art, Design, Print lecturer	Book was taken through printing process by student, published by Home Start.	Project built on research work done by Early Childhood Education students – see above.
DIT	Friends of the Elderly	Branding project for Friends of the Elderly	MA in Professional Design Practice, one student, major project - 30 ECTS	Art, Design and Printing lecturer	Branding proposal.	
DIT	Pavee Point	Visual literacy prescription design project	MA in Professional Design Practice, one student, major project - 30 ECTS	Art, Design and Printing lecturer	Icons designed for prescription software.	The student continued work on this project with the community partner on a voluntary basis after the module was completed.
DIT	Lifeline	Research into health properties of Japanese knotweed	BSc Nutraceuticals for Health and Nutrition. 2 Students Final year 20 ECTS	Nutraceuticals lecturer	Research reports presented to community partner.	Research is ongoing on this issue as the community partner is looking for an environmentally friendly way to eradicate this invasive species in the local area.
DIT	CLiC Programme	Research and editing of stories for CLiC News website for children.	BA honours Journalism. Class project by 2ND Year students. 5 ECTS	Media lecturer	CLiC News website is live. Poster by the lecturer on this project is on SLWC website and DIT digital repository	Department of Education and Skills now recommends CLiC News website as a resource for primary school teachers for improving literacy and IT skills.
DIT	Crosscare food centres	Research and development of new interior schemes for Crosscare Food Centres	BA in Interior and Furniture Design. 16 1ST Year students 5 ECTS	Art, Design and Print lecturer	Design schemes presented to community partner. Not on SLWC website yet, project just finished.	

DIT	Wells for Zoe	Participatory Action Research project with Wells for Zoe in Mzuzu, working on outreach and family liaison	BA Social Care - 4 final year students on work placement module	Social Sciences and Law lecturers and Wells for Zoe staff	Work was implemented in Malawi during the placement.	
DIT	MAIN/Bradog/Wells for Zoe	Research and development of designs for databases, pumps, bicycle ambulances and storage	BE Manufacturing & Design Eng.  ECTS 5. Class of 3RD Years	Manufacturing and Design Engineering lecturers	Design schemes were presented to community partners. Poster was produced by lecturer and is on SLWC website and DIT digital repository.	
DIT	Lifeline	Research and design of aquaponics project for community garden	BSc in Manufacturing and Design Engineering. 5 ECTS. Class of 3RD Years	Manufacturing and Design Engineering lecturers	Design schemes were presented to community partners.	
DIT	Whitefriar Aungier Area Community Council	Students doing data collection and analysis on composting behaviour with local residents in Aungier area flat complexes	BSc Spatial Planning/Environmental Management. 2nd year class group, 5 ECTS.	Spatial Planning lecturer	Report was presented to community partners.	
DIT	Ballymun Music Programme, Lifeline	Data collection and analysis on both projects	BSc in Mathematical Sciences. Work placement module, 25	Mathematical Sciences lecturer and DIT Access	Reports were presented to community partners.	

			ECTS . 1 Student 3RD Year .	and Civic Engagement staff.		
DIT	AONTAS	On progression from community to third level education for adult learners	MA Higher Education. 30 ECTS.1 Student final year thesis.	Learning, Teaching and Technology Centre lecturers	Research report presented to community partners, and on SLWC site and DIT repository.	AONTAS and DIT SLWC staff co-wrote a paper on their learning from this collaboration, published in All-Ireland Journal of Learning and Teaching.
DIT	Irish Penal Reform Trust	Research into law and practice relating to policy areas identified by IPRT (e.g. judges sentencing minors to custody or alternatives).	LLB Law. Class group of students. 10 credits.	Social Sciences and Law lecturer	Research reports given to IPRT every year. Process is underway to publish them on SLWC website.	This collaborative project led to a successful joint application between IPRT, DIT and an interested student for funding for an Employment-Based PhD to research the longer-term impact of custodial and non-custodial sentences – see below. IPRT uses the DIT research in its campaigning work to reform justice policy.
DIT	Irish Penal Reform Trust (IPRT)	Long term impacts of custodial sentences versus non-custodial sentences on those convicted of crimes	PhD in Law (whole PhD) – 1 student	Employment-based PhD so jointly supervised by DIT School of Languages, Law and Society and the IPRT	No outputs yet, project started in 2011-12.	IPRT is a lobbying organisation campaigning for policy change so the outputs will be used for this purpose by them.
DIT	Whitefriar Aungier Area Community Council and Dublin City Council	Research into levels of participation of women in sport, and reasons for this.	BSc Marketing - 10 ECTS Consumer Behaviour module - 4th year student group	Marketing lecturer	Report given to community partners	

DIT	Educate Together	Students working with Educate Together to develop concept designs for schools	B Arch Architecture. 4TH Year students, Architecture Design Studio module, 15 credits.	Architecture lecturers	Design schemes presented to community partner for feedback.	
DIT	St Michael's House	Designs for a new education facility for St. Michael's House.	B Arch in Architecture. Architecture Design Studio module, 10 ECTS. 2nd Year student class group.	Architecture lecturers	Design schemes presented to community partner for feedback.	
DIT	Men Alone in No-Man's Land and Monasterevin community residents	Designs for Men's Shed scheme, and concepts for regeneration of Monasterevin town.	B Arch Architecture. 10 ECTS 2nd Year students	Architecture lecturers	Design schemes presented to community partner for feedback. Lecturer produced a poster on the project which is on SLWC website and DIT digital repository.	
DIT	AONTAS	Researching the supports that could facilitate learners in community education moving to third level	MSc in Child Family and Community Studies – 1 student thesis. 30 ECTS	Social care lecturers	Research report on SLWC website and DIT digital repository.	AONTAS and DIT SLWC staff co-wrote a paper on their learning from this collaborative process, published in AISHE-J, the All-Ireland Journal of Learning and Teaching.
DIT	CanTeen	Exploring nutrition provision in Crumlin Hospital Oncology Ward	BSc Human Nutrition and Dietetics. 5th year consolidation project (25 ECTS) - 2 students	Biological sciences lecturers	Research has been presented to hospital staff.	Discussions on implementation of recommendations are ongoing.
DIT	Lifeline	Research into community gardening and its	BSc Human Nutrition	Biological sciences lecturers	Research reports on SLWC website and DIT digital repository.	

		impact on health and nutrition intake	and Dietetics - two 5th year students for consolidation projects - 25ECTS			
DIT	Glasnevin Trust	Development of dramatization of speeches/eulogies in Glasnevin Cemetery	BA in Drama (performance). 3rd year thesis project - 10 ECTS - 1 Student	Drama lecturer	Performance delivered in cemetery.	
DIT	St Michael's Youth Project, Inchicore	Development of interior designs for the rooms in the building	BA Interior and Furniture Design. 19 1ST Year students - 5 credits. Construction studies module	Art Design and Print lecturer	Designs were given to community partner. Lecturer produced a poster on the project which is on SLWC website and DIT digital repository	Community partner used the designs to apply for funding to implement them.
DIT	Garda Road Safety Unit	Redesign of road junctions in Bolton St, taking account of young drivers, pedestrians and cyclists	BEng Tech in Civil Engineering, year 3, Highways and Transportation module (5 ECTS), class group of students.	Civil Engineering lecturer	Best student design scheme is on SLWC website and DIT digital repository, as is poster by the lecturer on this project.	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that objective
DIT	Garda Road Safety Unit and Dublin City Council	Engaging with road users on how to improve road junctions, for safety for pedestrians & cyclists.	BEn BEng Tech in Civil Engineering, year 3, Highways and Transportation module (5 ECTS), class group of students.	Civil Engineering lecturer	Design proposals were presented to community partner and to Dublin City Council engineering department staff.	Civil engineering students built on primary research done in collaboration with Tourism Marketing students. As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that objective.



DIT	Garda Road Safety Unit	Drink driving limits - perceptions and behaviour among drivers	MSc Environmental Health. 1 student, thesis, 30ECTS	Environmental Health lecturer	Research reports on SLWC website and DIT digital repository.	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that objective
DIT	Colin Power	Literature review on environmental pollutants which affect health	MSc Environmental Health. 1 student, thesis, 30ECTS	Environmental Health lecturer	Research report could not be made public due to Intellectual Property issues.	SLWC staff worked with DIT Hothouse (innovation and technology transfer office) staff to develop collaborative research agreement forms covering IP issues, to prevent this happening again.
DIT	Garda Road Safety Unit	Researching Driver Behaviour near Schools in South County Dublin.	MSc Environmental Health. 1 student, thesis, 30ECTS	Environmental Health lecturer	Research reports on SLWC website and DIT digital repository.	As awareness-raising of road safety among the third level population is one of the main goals of the Garda Road Safety Unit, this project achieved that
DIT	Social Entrepreneurs Ireland	Development of idea and business plan for a social enterprise which would make a difference to a community of their choice.	BA Hospitality Management & Tourism . 4TH Year class group 5 ECTS	Hospitality Management and Tourism lecturer	Business plans. These were presented to the community partner, and the best one implemented by the class.	
ISRAEL – THE HESCHEL CENTER – GATEWAY TO COMMUNITY ENGAGED RESEARCH						
Heschel	Residents of Tel Sheva, Physicians for Human Rights (a CSO), the Department of Politics and	Survey of morbidity and mortality in Tel Sheva neighbourhoods within 20m from a high tension wire	2 pairs of students (at different stages of project) 2 <sup>nd</sup> year undergraduate in the Department of Politics	Politics and Government + Health Sciences	The findings were inconclusive with regard to excess morbidity and mortality. The CSO involved has yet to decide about	Local impact unknown as of this time as follow-up is still in process.  The project results were presented in poster form in June

	Government at the Ben Gurion University		and Government  + a Professor in the Department of Health Systems Management in the Faculty of Health Sciences		publishing a report on the subject.  A presentation from the 2013 CU Expo conference is available at: <a href="http://research.library.mun.ca/1892/8/CUE_xpo-Hansoncurrent.pdf">http://research.library.mun.ca/1892/8/CUE_xpo-Hansoncurrent.pdf</a>	2012 at an end of year event for 3 community engaged courses at the Ben Gurion university. Project partners were invited as well as university officials and lecturers from other departments.  The project and findings were presented by the project coordinator at the 2013 CU Expo conference in Newfoundland, Canada, and in a presentation at the Wellesley Institute in Toronto, Canada, in July 2013.
Heschel	The Israel Society of Ecology and Environmental Sciences + 11 participating CSOs	Thesis fair at the 2011 annual conference of the Israel Society of Ecology and Environmental Sciences	The fair was aimed at MA and MSc students in all disciplines but especially environmental studies, environmental sciences and ecology.	Not applicable	Not applicable	The list of questions and information provided by the participating CSOs was available on the conference site.  The fair was publicised among all participants and in the press releases about the conference.
Heschel	ZE:ZE (a social business); Earth's Promise (a CSO)	Learning from success: the 'Street Philharmonic' (a project by ZE:ZE);  Learning from	Not applicable	The project is not being conducted with an academic supervisor. However, we are working with a 'Learning	The documentation of the success stories is being prepared (April 2014)	The method used and initial results were presented at the 6 <sup>th</sup> Living Knowledge Conference at Copenhagen, in April 2014.

		success: A community garden in Beer-Sheva (a project by Earth's Promise).		Companion' from The Unit for Learning from Success and Ongoing Learning, Myers-JDC-Brookdale Institute		
Heschel	Bustan (a CSO)	Review of environmental health hazards in the Bedouin village Qasr A-Sir	A pair of 1 <sup>st</sup> year undergraduate students at the Department of Politics and Government	<p>The project was conducted as part of the course: "Clinic: the right to health and environmental justice", at the Department of Politics and Government in Ben Gurion University in the Negev. It has two academic supervisors: a professor in the Department of Politics and Government and a professor in the Department of Health Systems Management.</p> <p>Non-academic supervision provided by the course coordinator.</p>	<p>The students prepared a report.</p> <p>A presentation from the 2013 CU Expo conference is available at:  <a href="http://research.library.mun.ca/1892/8/CUE_xpo-Hansoncurrent.pdf">http://research.library.mun.ca/1892/8/CUE_xpo-Hansoncurrent.pdf</a> </p>	<p>The project results were presented in poster form in June 2012 at an end of year event for 3 community engaged courses at the Ben Gurion university. Project partners were invited as well as university officials and lecturers from other departments.</p> <p>The project and findings were presented by the course coordinator at the 2013 CU Expo conference in Newfoundland, Canada, at the Canadian Network for Environmental Education and Communication conference in Victoria, Canada (June 2013) and in a presentation at the Wellesley Institute in Toronto, Canada (July 2013).</p>

Heschel	Physicians for Human Rights (a CSO)	The health of asylum seekers in the south of Israel	A trio of 1 <sup>st</sup> year Pre-Med students	Same as above	Project is currently in progress (2013-2014 academic year)	
Heschel	The Or Movement	Health measures in Negev cities	A pair of 1 <sup>st</sup> year Pre-Med students and a 2 <sup>nd</sup> year student from the Department of Health Systems Management	Same as above	Project is currently in progress (2013-2014 academic year)	
Heschel	The municipality of Beer Sheva	Beer Sheva as a healthy and sustainable city	A trio of 2 <sup>nd</sup> year students from the Department of Health Systems Management	Same as above	Project is currently in progress (2013-2014 academic year)	
ITALY – UNISS - UNIVERSITY OF SASSARI - INTHUM						
UNISS	Servizi sociali Comune di Sassari	Mapping of resources in Sassari's territory	MA Course in Social Work and Social Policies – Final dissertation (18 ECTS), one student	Department of Humanities and Social Sciences (two supervisors)	Organization and Analysis of data on social resources	Local Social service now has tool to better orient citizens and to organize services
UNISS	Servizi Sociali Comune di Sassari	Mapping of resources in Sassari's territory	BA Course in Social Work – apprenticeship (9 ECTS) 30 students	Department of Humanities and Social Sciences (two supervisors)	Database of social resources	Local Social service now has tool to better orient citizens and to organize services
UNISS	Coop. Soc. "Differenze" – Sassari	Evaluation of services of boarding houses for minors	BA Course in Social Work – Final dissertation (6 ECTS), one student	Department of Humanities and Social Sciences (one supervisor)	Evaluation method and tools of boarding house services for minors	Social Cooperative running the Boarding house significantly improved
UNISS	Regione Autonoma della Sardegna	Social protection for minors at risk	MA Course in Social Work and Social Policies – Final dissertation (18 ECTS), one student	Department of Humanities and Social Sciences (two supervisors)	Guidelines and tools for protection and social integration of minors at risk	Recommendations were formulated to Regional Authorities concerning social protection of minors at risk
UNISS	A.P.S. "Incontrocorrente"	Evaluation of social integration	MA Course in Social Work and Social	Department of Humanities and	Evaluation method and tools of projects	Improvement of services and learning through participation

	– Sassari	projects for disabled people	Policies – Final dissertation (18 ECTS), one student	Social Sciences (two supervisors)	for disabled people (questionnaire and analytical tools)	
UNISS	UEPE – Ufficio Esecuzione Penale Esterna	Quality of services for citizens	MA Course in Social Work and Social Policies – Final dissertation (18 ECTS), one student	Department of Humanities and Social Sciences (two supervisors)	Draft of Service Chart for citizens	Recommendations and working instruments for improving support to minors with justice problems and their relatives
UNISS	Università di Sassari Foist	Knowledge needs of associations in Alghero	MA Course in Social Work and Social Policies – Final dissertation (18 ECTS), one student	Department of Humanities and Social Sciences (two supervisors)	Analysis of knowledge needs of associations	Gathered information was useful for IntHum's strategy. Student won a prize assigned by regional Voluntary work umbrella organization
UNISS	Comune di Bosa	Evaluation of quality of services by Bosa's citizens	BA Course in Social Work – Final dissertation (6 ECTS), one student	Department of Humanities and Social Sciences (one supervisor)	Evaluation report on quality of social services	Public report on quality of municipal social services
UNISS	Comune di Nuoro	Participated elaboration of Social report	MA Course in Social Work and Social Policies – Final dissertation (18 ECTS), one student	Department of Humanities and Social Sciences (two supervisors)	Draft of social report of the Nuoro municipality	Support to local municipality for the elaboration of transparency measures
UNISS	Centro Poliss - Comune di Sassari	Evaluation of policies against social exclusion	MA Course in Social Work and Social Policies – Final dissertation (18 ECTS), one student	Department of Humanities and Social Sciences (two supervisors)	Mid-term and final evaluation report of social inclusion project. Public presentation and reorientation of project	Key reorientation of project and learning of participants (both organizers and users)
UNISS	Plus Nuoro	Quality of services for citizens	MA Course in Social Work and Social Policies – Final dissertation (18 ECTS), one student	Department of Humanities and Social Sciences (two supervisors)	Draft of Service Chart for citizens	Recommendations and working instruments for territorial coordination of social services

NORWAY – UiS- UNIVERSITY OF STAVANGER - FORSKNINGSTORGET

UiS	Prosjekt oppreisning / "LifeBack Project" <a href="http://www.propp.no">www.propp.no</a>	We are currently working together on developing research questions	Master program	Department of Health and Social Science	The LifeBack project documents and works with a wide range of Lifeback projects for individuals exposed to neglect, abuse and violation while in public care and out-of-homes placements in Norway.	The CSO works both at the individual level and at municipality and county levels in order to redress wrongdoings of public institutions.
UiS	Selvhjelp for innvandrere og flyktninger (SEIF) / "Self-help for immigrants and refugees".	We will further explore possible research themes with SEIF both at local and national levels.	Master program	Department of Social Science	<a href="http://www.seif.no/">http://www.seif.no/</a>	"Selvhjelp for innvandrere og flyktninger" is a voluntary organisation, established in 1986. They provide information, help clients get in contact with relevant authorities and solve various problems. Their aim is to help immigrants and refugees find their way in Norwegian society, and to obtain sufficient information to solve their own problems. SEIF has collaborators with a range of cultural and linguistic backgrounds. They handle 6.000 inquiries from people of more than 100 nationalities every year.
UiS	Internasjonalt hus / "International House"	We will further explore possible research themes.	Master program	Department of Social Science	<a href="http://www.inthus.no/">http://www.inthus.no/</a>	International House has 80 different organisations under its roof.

UiS	Pårørendesenteret / "Centre for relatives and carers" <a href="http://www.parorendesenteret.no">www.parorendesenteret.no</a>	What experiences do kindergarten, school and public health centre professionals have with children as relatives to parents/ siblings who suffer from illness and/or drug problems?	Master program	Department of Health and Social Science	The research aims at improving the knowledge base in order to better prevent and treat problems experienced by children with parents and or siblings who suffer from illness and/or drug problems	3 completed master studies
UiS	Krisesenteret i Stavanger / "Stavanger Shelter"	1) Understanding, identifying and overcoming barriers to change among ethnic minority women exposed to violence while being married to ethnic Norwegian. 2) Women exposed to violence during pregnancy: Exploring their experiences of support from authorities. 3) Exploring routines and practices for health personnel	Master program	Department of Social Science	Stavanger Shelter is already involved in WP5 of the Perares project.  <a href="http://www.stavanger-krisesenter.no/">http://www.stavanger-krisesenter.no/</a>	Two master students have completed studies with questions 1 and 2

		aimed to uncover violence during maternity check-ups.				
UiS	Hero	We will discuss possible themes relating to problems facing asylum seekers trying to establish a new life in a new country.	Master program	Department of Social Science	“Hero” runs housing and education facilities for asylum seekers who have just arrived in Norway.	They could not make it to the intro seminar, but have expressed interest in the project.
UiS	Red Cross	To be discussed with the CSO	Master program	Department of Health Science	The local branch of the Red Cross has an active volunteer worker whose daytime job is in the central administration of the university.	She is interested in the project and has accepted to be a member of the PERARES Advisory Board.
UiS	Vekst (“Growth”)	To be discussed with the CSO. Possible topics could include various problems that drug addicts experience when trying to quit and start a new life.	Master program	Department of Health Science	“Vekst” is a CSO for people trying to get out of drug addiction. They already have a link to the university through another project.	
UiS	Amnesty International, Sør <a href="http://www.facebook.com/amnestysor">http://www.facebook.com/amnestysor</a>	To be discussed with the CSO.	Master program	Department of health and Social Science	Amnesty works with various projects nationally and locally, e.g. “Stop violence against women” in Stavanger last year.	



UK – UCAM - UNIVERSITY OF CAMBRIDGE – CAMBRIDGE COMMUNITY KNOWLEDGE EXCHANGE (CCKE)						
UCAM	Cambridge Women's Aid	Impact of economic downturn on experiences of domestic violence, and services, in Cambridge area	BA (Hons) final year dissertation	Social Psychology	Report shared with CSO and published at CCKE web site	Project identified impacts on women, and on provision of ancillary services at refuges, during economic downturn
UCAM	FLACK, Jimmy's and CHS Group	Homelessness in Cambridge: a social attitudes survey	80 BA (Hons) students as researchers; PhD student as author	Geography	Report shared with CSOs and published at CCKE web site	Public attitudes and knowledge of homelessness in Cambridge reported; and awareness of services.
UCAM	Headway	Exploring the social representation of head injuries among 18-25 year olds who play sport	BA (Hons) final year dissertation	Social Psychology	Report shared with CSO and published at CCKE web site	The project reports on qualitative research, to help inform the CSO's services
UCAM	Headway	Brain injuries and identity	BA (Hons) final year dissertation	Social Psychology	Report shared with CSO	Report on qualitative research with service users and providers, to inform CSO's services
UCAM	New Directions Service	Impact of services on men who are perpetrators of domestic abuse	BA (Hons) final year dissertation	Social Psychology	Report shared with CSO and published at CCKE web site	Interviews with service users and partners analysed, used to inform future services
UCAM	Red2Green	Social outcomes of a community archaeology dig	Graduate project	Sociology	Report shared with CSO and published at CCKE web site	Outcomes informed future work by CSO and outreach provider, Access Cambridge Archaeology
UCAM	Cambridge Past, Present and Future	Renewable energy yield and visual impact to historic buildings:	Masters dissertation	Architecture	Report shared with CSO	Used to inform planning by the charity for developing the site, and buildings

		Leper Chapel, Cambridge				
UCAM	Cambridgeshire Older People's Reference Group	Access to local services by older people	80 BA (Hons) students as researchers; academic researcher as author	Geography	Report shared with CSO, local authority and published at CCKE web site	Used to inform local authority and other stakeholders about scope of voluntary services
UCAM	Cambridge Women's Aid	No Recourse to Public Funding and female survivors of domestic violence	BA (Hons) final year dissertation	Sociology	Report shared with CSO and published at CCKE web site	Used to inform local services and CSOs, and communicated to UK agencies and politicians. Researcher continued to PhD research and continued engagement with CSOs and policymakers.
UCAM	Cambridge Regional College	Assessment towards You're Welcome criteria	BA (Hons) second year project	Social Psychology	Report shared with CSO	Helped to identify young people's response to health and welfare services provided by the College